



Teaching English Through Literature and Connecting with Language Teaching.

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Annotation: Writing plays an imperative part in educating four essential dialect aptitudes such as perusing , composing , tuning in , and talking . In any case , when utilizing dialect classroom writing , aptitudes ought to never be instructed in confinement but in an coordinates way. Instructors ought to endeavor to instruct essential dialect aptitudes as an fundamentally portion of verbal and composed dialect utilize , as portion of instruments to form both reference and intuitively meaning, not fair word As an angle of mental and composed generation , expressions and idioms .

Key words: *imaginative literature, foreign language, integrated language*

Introduction.

Reasons for using literary texts in foreign language lessons there are four main reasons that lead a language teacher to use literature in the classroom, according to Collie and Slater. An imaginary world of a novel, game, short story, it offers a complete and colorful setting in which many characters of social and regional origin can be depicted. The reader discovers the way in which the characters in such literary works see the world from the outside, their feelings, customs, traditions, deeds, beliefs, how they speak and behave in different places and parties. can reach. The first reading can be done by the teacher and should not require students to complete a large and complex task. They need to enjoy reading and too many tasks can deprive them of that. Get acquainted with the fragment and check their predictions or answer a very general question about the text. In the early stages of literature in the teaching of foreign



languages, the classic works of well-known authors are included in the curriculum.

These texts were mainly used for translation purposes and in reading comprehension exercises. This led the students to look up a dictionary for each foreign word. References in foreign language teaching. seeks to emphasize its role in improving communicative competence and to instill in students an understanding of the culture and society of the country concerned. Literary didactics in foreign language teaching offers a variety of strategies to acquaint students with the understanding and interpretation of a literary text-syn foreign language. Warmth can be focused on the source of the literary piece. You can invite students to read a brief about it.

You can discuss or briefly tell them how popular this business is. Reading fiction in English allows students to broaden their horizons, learn about different cultural and historical events, increase active and passive vocabulary, and increase their linguistic and general cultural knowledge. Reading in English facilitates intercultural communication, introducing students to the realities of other cultures, other peoples and nations.

Reading never loses its importance as a type of mental activity, as a means of spiritual and moral education and as a source of aesthetic pleasure. That is why it is necessary to use the huge potential of the book in learning a foreign language. Extracurricular reading, acquaintance with classical and modern authors of the language studied in the lessons of strengthening interdisciplinary ties, their works reflect the realities of the country's language and culture, open a "window" to another world of culture, the process of intercultural communication.

Methodology of research.

The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language



teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories.

At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully.

The use of literary texts for reading in English teaching helps to develop mental and cognitive skills. Newly acquired linguistic and socio-cultural knowledge and skills can significantly improve students' motivation and help them become more confident in their use of English, regardless of their level of language preparation. very closely related to learning. Acquaintance with the best examples of classical and modern literature, of course, takes place in the culture of the countries of the studied language. Fiction plays an important role in the formation of the human personality. In fiction lies the experience of many generations, the basic moral and spiritual values. Through reading, students learn moral behavior and ethical norms. Both cognitive and emotional areas of the individual are involved during reading.

General analysis.

We felt that literature played an important role in teaching four basic language skills, such as reading, writing, listening, and speaking. However, when using language classroom literature, skills should never be taught in isolation but in an



integrated way. Teachers should strive to teach basic language skills as an integral part of both oral and written language use, as part of tools for both reference and interactive meaning formation. In a reading lesson, the discussion begins at the verbal level with direct questions about characters, words, and so on.

When choosing a novel to use in a foreign language classroom, the language teacher should consider whether the novel has an interesting story for the whole class. Themes and their imaginary magical settings and the nature of the novel chosen to explore the human condition should be included. The novel should be strong, fast-paced plot and fun, good subtle, memorable characters. The content of the novel should be appropriate to the cognitive and emotional levels of the students. The study of a foreign language reveals a wide range of methods and forms of sign language in foreign literature. Reading a literary text, creative work, the student interprets intensive vocabulary, linguistic analysis of texts, compares with the native language.

For many, the ideal way to understand the verbal and non-traditional aspects of communication in a country where this language is spoken - visit or extended accommodation - is not possible and literature is useful for such students. Provides students with a wide range of specific lexical and syntactic items. They are introduced to many features of written language and reading. They learn about the functions of speech, ways to connect ideas, and thus develop writing skills. They will be more efficient. When a reader reads a literary text, he begins to live in it. It becomes part of that text. Understanding the meaning of the story makes it a joy to find out what happened to write through the climax of the story.

It is important to choose books that are relevant to the student's life experiences, feelings, or dreams. Language difficulty should also be considered. If the language of a literary work is simple, it may make it easier to understand the literary text, but it is not the most important criterion in itself. Interest, appeal and relevance are also evident. Enjoyment; a new understanding of the issues that concern people's hearts; the pleasure of encountering one's own



thoughts or situations was clearly manifested in a work of art; In other words, those same ideas differ in equal enjoyment, feelings, emotions, or situations presented by a whole new perspective: all these reasons are linguistically to say that less engaging material can be considered too large There is help for students to cope with stress (Collie and Slater 1990: 6-7).

Literature helps students acquire mother-like competence in English, express their ideas well in English, learn modern English features, learn how the English language system is used to communicate, see how idiomatic expressions are used, speak clearly, clear, and concise, and become more specialized in English, as well as creative, critical, and analytical learners. (5)

Conclusion.

I think students are very bored learning a language by reading literal texts there. But the task of teachers is to help solve this problem. Because it brings learners closer to language, culture and traditions. It helps to spell and spell them correctly

Literature in all its forms is ubiquitous in today's society, and it is clear how important it is with this idea. Literature is a central part of many lives. Learning through literary language has the potential to find similarities in two different cultures. This will help students enrich their vocabulary and get a better start in the language. When reading Old English literature, students learn about history, customs, and see how London looked through Dickens' eyes as they read novels, poems, stories, and more.

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