

# THE ROLE OF LITERATURE IN TEACHING AND LEARNING A FOREIGN LANGUAGE

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**Annotation:** This article talks about the important aspects of students' learning foreign languages, as well as increasing their interest in studying foreign literature, and acquiring sufficient practice and skills in this regard. We all know very well that language is a means of communication, but in the process of learning a language, acquiring deep and wide information about foreign literature will lead to a mature and correct formation of our view not only on literature, but also on the world community.

**Key words:** literature, language learning, role and technique, teaching methods, literary text.

# РОЛЬ ЛИТЕРАТУРЫ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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**Аннотация:** В данной статье говорится о важных аспектах изучения студентами иностранных языков, а также повышении их интереса к изучению иностранной литературы и приобретении достаточной практики и навыков в этом отношении. Все мы прекрасно знаем, что язык является средством общения, но в процессе изучения языка приобретение глубоких и широких сведений о зарубежной литературе приведет к зрелому и правильному формированию нашего взгляда не только на литературу, но и на мировое сообщество.

**Ключевые слова:** литература, изучение языка, роль и прием, методы обучения, художественный текст.

Literature and language are closely related and this is a fact that no one can deny. Literature is made up of language and represents one of the most common uses of language. Language and linguistic analysis can also be used to access literature from a learner's perspective. This method is by no means new as literature is widely used in various language teaching methods. However, here the point of view changes, giving the literary text greater significance as a work of art. Let us first look at the changing role of literature in the second language teaching tradition and conclude with a consideration of its contemporary position within the communicative approach. In the method of grammatical translation, literature was a central component.

One of the priorities of modern education is the development of the student as an individual, ensuring his competence in all areas so that he can take his place in society. According to N.D. Galskova, the main and modern strategic goal of teaching a foreign language is to direct students to equal and independent participation in the process of intercultural communication, in the process of forming bilingual or multilingual and cultural personality traits. Of particular importance is the fact that the implementation of the above principles of teaching foreign languages orients the process of learning foreign languages to the student's personality as a whole.

The main thing is to develop in him (the student) not only the skills and abilities of foreign language speech, but also the entire complex of his cognitive and affective abilities, which are often not linguistic, but create the prerequisites for the successful functioning of foreign language speech. This means that in the modern model of teaching foreign languages, built on the principles of interconnected communicative, sociocultural and cognitive development of the student, the latter plays the role of a subject of the educational process and a

subject of intercultural interaction. The current socio-political situation in our society shows the need to form a new national and cultural worldview. This requires sufficient changes in the form and content of education in our increasingly changing social life, because it is the education system that is capable of purposefully shaping the ethnocultural and social processes of the state. Modern methods of teaching a foreign language suggest paying special attention to the issue of organizing education based on a competency-based approach at all stages of the lifelong education system, especially in higher education. Today, preparing students for national and intercultural relations, relations of international cooperation is set as an important priority task, which requires the development of knowledge, skills and abilities in students in the foreign language being studied.

The value of literature essentially lies in its ability to develop students' sociolinguistic knowledge of the target language by exposing them to a wide range of linguistic varieties. Language changes from one social group and profession to another. Likewise, a person speaks differently in more than one social context, using a formal or informal style of speech. In light of the above, literature introduces students to other languages and cultures. Moreover, the connection between literature and language could be seen through the expression of ideas. It shows how people from different cultures can share their ideas simply through language. In addition, a subsequent benefit of studying literature will be the enrichment of students' vocabulary and reading skills. Additionally, literature can be used in teaching because non-English speaking students translate poetic terms directly without understanding the context, which will not help their language development. In essence, the study of literary material can act as a catalyst to promote the intellectual growth of a student through interaction, exchange of views and opinions among his classmates.

Literature as an academic subject is typically included in the curricula of college arts and humanities departments, while none of the science departments

devote much attention to literary texts. As a result, students often have difficulty understanding and mastering components of a foreign language. Moreover, if both subjects (language combined with literature) are taught together, they can enhance the level of understanding of other subjects.

Another problem which teaching literature poses is the employment of impractical strategies of teaching by the teaching staff. Most of the teachers use whatever methods they have under their disposal; whereas literature should be related to real-life experiences as much as possible. Teaching by itself is an art which aims at conveying information in such a way as to make the recipients understand, accept and think logically of the material he is being taught. If nothing of this happens, then there must be some error in the whole educational process.

Because studying literary texts helps test how well students have learned the rules of grammar and sentence structure, as well as new vocabulary in language courses, it should help these students think better about the subject they are writing about. Thus, learning one language skill, namely writing, is done so systematically and safely that the best results can be expected. Accordingly, the inclusion of literary material in language course programs is not without advantages. Instead of playing a negative role in the learning process, it can play a supporting role, not only exposing students to how native speakers use the target language in various situations, but also accelerating language acquisition, since all language skills are practically practiced in literature.

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