



ESL MAKTABLARIDA BOSHLANG'ICH SINFLARDA ADABIYOT O'QITISHNING AFZALLIKLARI

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Annotatsiya: Til hodisa sifatida asosiy aloqa vositasidir. Bu insoniyat merosi sifatida qaraladi. Darhaqiqat, bu o'ziga xos shakli yoki shaklidagi til insoniyatni boshqa tirik turlardan ajratib turadi. Til bir jamiyatni boshqasidan ajratib turadigan tushunish manbai. Boshqa tomondan, adabiyot ijtimoiy, falsafiy, diniy yoki har qanday g'oyalarni ilhomlantirish va ifodalash manbai hisoblanadi. Bundan tashqari, har qanday tilning tarixi adabiyotdan ehtiyotkorlik va oqilona foydalanish orqali kuchli bo'ladi. Esl / EFL darslarida adabiyotdan foydalanish, hech bo'lmaganda mahalliy bo'lmagan talabalarga adabiyotni faqat an'anaviy til o'qitish usullarini qo'llash foydasiga devalvatsiya qiladiganlar uchun intensiv munozaralarga sabab bo'ldi. Bunday guruh uchun o'qitishning taniqli usullaridan tashqari, shu jumladan badiiy matnlarni o'rganish-vaqt va kuchni behuda sarflashdir. Shunga qaramay, boshqa nuqtai nazarga ega bo'lgan yana bir o'qituvchilar guruhi paydo bo'ldi: nega til o'rganishda eng yaxshi natijalarga erishish uchun adabiyotning boy til materiallaridan foydalanmaslik kerak? Shuning uchun, qog'oz adabiyotning qanday shaklda bo'lishidan qat'i nazar, til va tilni bilishga foydali ta'sirini ochib berishga mo'ljallangan. Bu o'quvchilarni maqsadli tilni ifodalash usullari bilan tanishtirishda muhim rol o'ynaydi.

Kalit so'zlar: adabiyot, til o'rganish, roli va texnikasi, EFL / ESL sinflarini o'qitish, usullari.

ПРЕИМУЩЕСТВА ПРЕПОДАВАНИЯ ЛИТЕРАТУРЫ В НАЧАЛЬНЫХ КЛАССАХ В ШКОЛАХ ESL

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Аннотация: Язык как феномен является основным средством коммуникации. Он считается достоянием человечества. Действительно, именно язык в его особой форме отличает человеческую расу от других живых существ. Язык - это источник понимания, который отличает одно общество от другого. С другой стороны, литература является источником вдохновения и выражения социальных, философских, теологических и любых других идей. Более того, история любого языка может стать значимой благодаря тщательному и продуманному использованию литературы. Использование литературы на уроках ESL / EFL было предметом интенсивных дискуссий, по крайней мере, для тех, кто обесценивает преподавание литературы учащимся,



не являющимся носителями языка, в пользу использования только традиционных методов преподавания языка. Для такой группы использование методов, отличных от общеизвестных, включая изучение художественных текстов, является пустой тратой времени и усилий. Тем не менее, появилась другая группа преподавателей с другой точкой зрения: почему бы не использовать богатый языковой материал литературы для достижения наилучших результатов в изучении языка? Таким образом, цель данной статьи - показать полезное влияние литературы - независимо от того, в какой форме она используется - на язык и уровень владения языком. Она играет жизненно важную роль в ознакомлении учащихся со способами выражения на изучаемом языке.

Ключевые слова: литература, изучение языка, роль и техника, преподавание английского языка на курсах EFL / ESL, методы.

BENIFITS OF TEACHING LITERATURE IN ELEMENTARY GRADES IN ESL SCHOOLS

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Abstract: Language as a phenomenon is the basic means of communication. It is considered as the heritage of humankind. Indeed, it is language in its distinctive shape or form that separates the human race from other living species. Language is the source of comprehension, which sets one society apart from another. On the other hand, literature is the source of inspiration and expression of social, philosophical, theological, or whatsoever sort of ideas. Moreover, the history of any language will be powerful through the careful and clever use of literature. Using literature in ESL / EFL classes has been a matter of intensive debate, at least for those who devalue teaching literature to non-native students in favour of employing only the traditional methods of language teaching. For such a group, using other than the well-known methods of teaching – including studying literary texts - is a waste of time and effort. Nevertheless, there has appeared another group of teachers with another perspective: why not using the rich language material of literature to achieve the best results as regards language learning? Therefore, the paper is intended to expose the helpful impact of literature - no matter what form it takes - on language and language proficiency. It has a vital role in acquainting the learners with the ways by which the target language can be expressed.

Key words: literature, language learning, role, and technique, teaching EFL / ESL classes, methods.

Introduction: Language has a primary role in distinguishing human beings from other living species. Its effective impact in expanding the communication



among groups is unique. An example can be detected in those with speech and hearing disabilities who feel it difficult to integrate into the society. Besides maintaining various communicative roles, language demonstrates a variety of cultural experiences, which are partly reflected in literature. Usually, low proficient students of English do not welcome literary texts in their studies since they find learning a new language through dealing with those texts hard and complicated, and, in a way, fruitless. Normally, even without such literary texts students do not easily cope with the rules which the process of learning requires. Although literature components may be a challenging point in language classes, both can be used to develop the skills of any language learner. The present study attempts to highlight the effective role of literature in language development.

Research objective: Many writers, such as Chan (1999: 15), claim that literature should be taught, because it uses a powerful language and contains the skills needed for language learning. Collins (1993: 22) relates a language to humans' preknowledge tendency to interpret things. Different ideas, therefore, could be linked through reading, a skill which literature serves to achieve. According to Ghosn (2002: 175) and Shrestha (2008: 11), literature provides authenticity to language learning. Moreover, literature will help improve and develop each of the language skills separately, namely, writing, speaking, and reading (Khatib et al., 2011: 102). It is argued that literature is a complex structure that supports the acquisition of the target language and it will help, as a result, the users to be more competent in it. Lado (1964: 49) defines language as the component of expressions and literature. Through the experiences, it can be concluded that both language and literature are inter-related (Ogunnaike, 2002: 340). Labo – Popoola (2010: 52) describes literature as the foundation of language learning; through literature, different cultures could be identified. As it is indicated, language is the source of communication, and literature is identified as the cultural transmission from generation to generation. It can be said that literature is the heritage of any culture that can be explored using a language. Through this argument, it can be said that teaching literature has such a beneficial impact on language learning that they cannot be separated.

Object and methods of research: Traditional education does not observe the experiences young people may have, nor does it match their abilities and needs since it imposes its rules and facts on the learning process where the students are in a complete state of receptivity and obedience. This process should be viewed as an experience, a free activity and a development of the individuality in a way that utilizes the opportunities of present life to acquaint the young generation with what is going on in the world and prepare it for the future as well (Layla S. Essa 1988: 149). Studying, memorizing and applying rules of grammar of a certain language may elicit a learner's loss of identity viewing the fact that the capacity for self-expression is likely to be halted or invariably obliterated. This is what Young hints at when he comments on the consequences of relying merely on what is exactly stated



in the textbooks: "This feeling of loss of self might be further exaggerated in the process of acquiring a properly academic voice" (Young, 1988: 24).

Research tasks: Literature classes, as Mainland (2013: 145) puts it, help students find their voice. In this way, getting students talk in another language and assisting them express themselves have a lot in common. Literature can be a tool rather than an end in teaching English as a second or foreign language (Murat 2005: 53). The major four reasons why literature should be used in ESL / EFL classrooms are: authenticity, cultural and language enrichments, in addition to personal involvement (Murat 2005: 54). The part which a novel or a poem plays is to take the learner to a vaster or larger area of huge bulk of language utterances, based on lifelike, situational, authentic experiences which characters have in the literary work.

Results and discussions: Literature can serve as the source of correlation between the students` proficiency and language use. Relevantly, Adesuyi (1991: 38) explains that both language and literature are inseparable parts of English, and each is described as one side of a coin. Both are serving people's communications and activities. Furthermore, language is the system of communication that is used to express different thoughts. Precisely, different types of literature may affect language acquisition in accordance with culture, society, and area. Reading and studying a novel, a play, or a poem in the target language may help in introducing learners to the culture through which that language passed. It is through reading a literary work written in a certain dialect of a language that a student may be aware of the varieties of that language.

Conclusion: Using literature in language schools is not a new phenomenon; still it is a debatable matter among language teachers. Some believe that learning a language must entirely include those aspects that are related to the activities of daily life (speaking, listening, and so on). In this case, spending much time on trying to understand literary texts probably written in old English has nothing to do with the overall process. However, another group have come to see literature as significant and vital as any item in EFL / ESL curricula. They emphasize that language is a part of the human heritage, and literature could be used to interpret human thoughts. Based on past studies and some of the field experiences, the language which is spoken daily is highly figurative, being loaded with metaphorical expressions and rhetorical devices. Studying the literature written in a certain language should facilitate, rather than block, learning that language profoundly. Conclusively, the literature of the target language should be used to teach that language aspects and rules (sentence structure, tenses, vocabulary, and so on). Since the literary language is basically connotative and suggestive, students are more apt here to be trained on a new strategy by which they will be capable of enlarging their knowledge of the meaning of a sentence or an expression. Hence, learners' understanding of an utterance may not be confined or limited to one or two meanings. In addition, the same results of teaching language courses, such as obtaining correct grammar, could



be gained through teaching such literary subjects as drama, novel or poetry. Following the logic of a story by reading what is between the lines is never less important than, for instance, focusing on understanding how the rules of grammar of a certain language work. In examining the place of literature in ESL/EFL classes, it should be noted, however, that learning the language is the first and foremost goal for learners. In other words, the improvement of language abilities (comprehension, writing, vocabulary, or reading) should always remain primary in EFL / ESL classes.

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