

PHILOLOGICAL AND METHODOLOGICAL NECESSITIES OF TEACHING WESTERN LITERATURE TO UZBEK PUPILS

Bekturdiyeva Guli

ABSTRACT

Studying literature enhances our understanding of how we communicate, shape our identities and understand the world, both in the present and the past. It enables us to envisage the future and its possibilities, enriches our understanding of identity, citizenship and culture, inviting us to think imaginatively about these matters and to explore the forms in which they may be communicated.

Key words: literature, language, EFL (English as a foreign language), communication, imagination, authentic material.

Literature provides insight and understanding into the lives of other individuals, communities and cultures, helping to develop a critical understanding of crucial matters, such as identity, subjectivity, culture, place and belonging. When ‘fake news’ is part of everyday discourse, research into English literature is essential as the study of language, rhetoric and narrative helps us understand the ways in which truth and lies interrelate, overlap, and are often weaponized.

Since the 1980s, EFL educators worldwide have become interested in the debate surrounding teaching literature in EFL contexts (Clandfield & Duncan, 2004). The use of literature as a tool in EFL pedagogy has produced numerous, sometimes controversial studies on the practice. Some researchers highlight the benefits of teaching literature to EFL students; McKay (1982), for instance, claims that it fosters students’ reading skills, promotes tolerance, and helps students become creative. McRae (1991) similarly argues that literature motivates students toward personal and dynamic learning. EFL educators interested in literature have typically used it in line

with the three models—cultural, language, and personal growth—proposed by Carter and Long (1991). The cultural model views the literary text as a product, treating it not only as a source of academic information about the target language but also as a means to learn about a country’s culture and ideologies. In contrast, the language model is learner centered and focuses primarily on how language is used. Brumfit and Carter (1986) highlight the role of literature as “an ally of language” as it exposes students to authentic language, whether slang or formal (1). Through their consumption of literature, students encounter and master new meanings while enhancing their general awareness of English grammar, vocabulary, and figures of speech. Many studies like those of Collie and Slater (1990) and Benton and Fox (1985) examine how teaching literature in EFL classrooms motivates students and enhances their learning, particularly in reading and writing—critical skills for language acquisition. Finally, the personal growth model attempts to create a link between the cultural and language models. It focuses on the language of texts while also stimulating students to think about different cultures compared to their own. Many studies seem to suggest that studying literature not only expands students’ cultural and linguistic awareness but also helps students to construct their personalities by encouraging interaction and discussion.

Moreover, in a recent study, Khan and Alasmari (2018) highlight “the prospective advantages of using literary text in EFL classrooms” on students’ overall learning experience. Their study highlights a “comprehensive literature on the benefits of using literary text in EFL classrooms, emphasizing the notion that it promotes authentic materials, helps increase language skills, and extends linguistic knowledge”.

English literature research can be a means through which marginalized voices and alternate perspectives, both present and past, can be made explicit. It can be a powerful form of protest against tyrannical regimes, helping to bring to light the power of the written word in resisting oppressive worldviews.

The literature we study is written in or translated into English, including texts from across the globe and within a range of genres, from the Renaissance to the present.

We explore the ideas, language and form of literary — and other — texts, how they are informed by, interact with and sometimes challenge their cultural contexts.

There are five main philological and pedagogical aspects of teaching and studying western literature:

1. Literature improves communication skills. The easiest way to improve vocabulary, writing, and speaking skills is to study literature. While reading American literature or classic British literature, your children will absorb the words, grammar, and style of the author. Without realizing it, they'll learn from the best " John Bunyan, William Blake, William Wordsworth, Lord Byron, John Keats, Robert Browning, and the like. New words will be added to their vocabulary and they'll express themselves with a style that will also improve their writing and composition skills.

2. Literature teaches you about yourself. Since people think and feel the same as they did hundreds of years ago, the lessons learned from the characters and stories of yesteryear remains applicable to life today. Literature is full of human reactions that help children understand the nature and condition of the human heart. Poems, essays, diaries, and narratives bridge the gap of time as children explore another's message and lessons on life. As they respond to these lessons from the past, they become more aware of today's problems.

3. Literature teaches about the past. Just as history records the past, literature also reflects mankind at any point in time. Civic and historical knowledge is revealed and children gain a perspective of other cultures and their viewpoints. History comes alive in imagination and thought as they combine literature's portrayals of past events with ordinary lives.

4. Literature cultivates wisdom and a worldview. Issues of the world are connected to the emotions of the heart and good principles are formed when reading the classics. Children gain discernment as they view what is healthy and destructive in the world. Good and evil, injustice and its consequences all challenge them to make changes in society.

Literature also plays a large role in the development a nation’s identity. The early Greek youths learned morals and political ideologies from the epics of Homer. Likewise, the abolishment of slavery in America’s early history had more to do with Uncle Tom’s Cabin than a politician’s speech. Literature also helps children develop community pride and respect for other cultures.

5. Literature entertains.

Although we live in a technological age, reading American literature classics is still fun. The characters, stories, and language in classic literature engages the mind, upgrades leisure time, and transports children from enjoying the mediocre to embracing the excellent.

Conclusion

Literature seems to be a subject that both befuddles and captivates students. There are usually no “right” or “best” answers. But at the same time, some students credit it for inspiring them and opening up their minds to new worlds and perspectives.

REFERENCES:

1. Bae, J. (2012). Developing General Literacy Ability and Intercultural Sensitivity through English Literacy Instruction: Using Global Literature for Korean EFL Learners. ProQuest Dissertations Publishing 2012.
2. Banks, J, A. (1974). Multicultural Education: In Search of Definitions and Goals. Association for Supervision and Curriculum Development, Institute on Cultural Pluralism (November 17-19, 1974)
3. Bernstein, L. (2013) Teaching world literature for the twenty-first century: Online resources and interactive approaches. *Collected Essays on Teaching and Learning* 6, 54–59.
4. Dietrich, D., & Ralph, K. S. (1995). Crossing borders: Multicultural literature in the classroom. *The Journal of Educational Issues of Language Minority Students*, 15, 65-75.