

---

**THE ROLE OF ENGLISH LITERATURE IN DEVELOPING THE LANGUAGE**

Otajonova Kamola

Fergana region Buvaidda district Teacher of the 8th school

**Annotation**

The article talks about the importance of using fiction in teaching foreign languages. It is emphasized that it is the work with fiction that contributes to the familiarization with the national and cultural specifics of speech behavior in the country of the language being studied; helps to form students' understanding of various spheres of modern life of another society, its history and culture.

**Keywords:** cognitive abilities, methodology, motivation, basic skills, literary genres.

**Introduction**

English literature is a centuries-old history, brilliant authors, unforgettable works that reflect the peculiarity of the national character. We grow with the books of these great writers, learn and develop with their help. It is impossible to convey the significance of English writers and their contribution to world literature. It is difficult to imagine a world without the works of Shakespeare, Dickens, Wilde and many others. English literature is divided into periods, in each of which their own writers and poets lived and created, in whose works certain events and facts from the history of the country were reflected.

In recent years, the role of fiction in curricula as a main component and source of authentic texts in English has again attracted attention. The use of fiction in the process of teaching a foreign language is experiencing a renaissance for a number of reasons. Part of the traditional approaches to teaching a English Literature using literary materials, where the learning process focused on the functional use of the language being studied, has become less popular. However, in various methods of teaching a foreign language, the role of literary texts is now overestimated, and many teachers have begun to consider literary texts as providing a wide range of linguistic and cultural information, as an effective incentive for students to develop the ability to express their thoughts in other languages, and also as a potential source of student motivation.

The choice of literary material today is no longer limited to canonical texts from literary sources in countries such as the United Kingdom and the United States, but includes the work of writers from different countries and cultures using various forms of the English language.

It is well known that the content of teaching foreign languages should be aimed at introducing students not only to a new way of verbal communication, but also to the culture of the people speaking the target language, to the national and cultural specifics of speech behavior in the country of the target language. language through the culture of the peoples inhabiting the country of the language being studied (more precisely, through the dialogue of their national culture and culture). It helps to form students'

understanding of various areas of modern life of another society, its history and culture. teaching another people) must be carried out constantly, starting from the first steps of studying the subject. Introducing foreign language learners to the literature of another nation undoubtedly helps to develop an understanding of other cultures, introduces them to their features and differences, and fosters a tolerant attitude towards representatives of other communities. At the same time, excerpts from literary works often discuss universal themes, such as love, war, and loss, which are not always covered by the main content of textbooks. The main goal of teaching a foreign language is the formation of communicative competence as the ability and willingness to communicate in a foreign language. Achieving this goal, i.e., the implementation of communicative activity, is possible when mastering a certain content of training, one of the components of which are skills and abilities.

When choosing literary texts independently, an English teacher should take into account the needs, motivation, interests, cultural background and language level of students. However, one of the main factors to consider is whether the proposed work can arouse student interest and generate strong, positive reactions. An interesting text will be one that contains new problematic information, opens a “window” into the world of a different culture, affects its feelings and emotions, etc. [3]. Informative and interesting texts are likely to have a positive impact on the development of skills to analyze linguistic and extralinguistic features. Also of great importance is the choice of books related to the real experiences and emotions of students. Speaking of language complexity, it is quite obvious that if the language of a literary work is simple, this may make it easier to understand the literary text, but for a trained reader, the “complexity” of the language will not be an obstacle to reading.

There are several approaches to the study of literary material. The works of classical and modern writers can be studied in their original form, as well as in a simplified or abridged version, the so-called Easy Reading. For learners of English and other foreign languages, more and more works of fiction are being published, written specifically for this category of readers.

The types of literary texts that can be used for both classroom work and out-of-class reading include: 1) short stories, 2) fairy tales, 3) novels, 4) plays, 5) song lyrics.

Although the world of novels, plays or short stories is imaginary, it provides a complete and colorful setting in which characters from many social or regional groups can be described. Texts can be supplemented with audio texts, music CDs, movie clips, podcasts, which will positively affect the sensory perception of the material. [4]. Reading literary texts is inextricably linked with written speech, which can serve as a motivating source. The use of the written language gives students the opportunity to focus more deeply on linguistic and stylistic features (literacy, expressiveness, etc.), allows them to develop critical thinking skills, the ability to analyze, independence, which will inevitably contribute to the development of general academic literacy.

Literature reflects certain systems of moral ideals and spiritual values of the people, their philosophical ideas, they are rethought at a specific historical moment, a national

type of artistic worldview is being formed. Rooted in ancient mythological traditions, British literature developed in the interaction and confrontation of successive eras and ideals, eventually managing to form into a certain linguistic and artistic unity. And although much was adopted from neighboring European peoples, the Celts, Germans, Scandinavians, British literature is distinguished by its original ideas and processes. Thus, learning to read fiction in English will open to students a rich source of authentic material for the development of literary competence, for better assimilation and enrichment of the passive vocabulary; will develop knowledge about the culture of the language being studied and, in general, will contribute to the main goal of learning. Reading foreign literature contributes to the formation of students' motivation to learn a foreign language. This is because reading, especially with a fascinating plot, is addictive. Students want to know how this story will end. And you can find out its ending only by reading the whole work, for which you need to develop and improve your reading skills in English. Foreign fiction contributes to the expansion of the horizons of students, helps in overcoming prejudices in the sphere of the national culture of a foreign state, and has a positive effect on the overall development of the individual.

### List of Used Literature

1. Тарасова В.В. Ванягина С.В. Сказка как средство развития языковых навыков, учащихся на уроках английского языка / В.В. Тарасова С.В. Ванягина // TerraLinguae: Сб. науч. Ст. Вып. 2. - Казань: Издательство «ТАИ». 2015. - С. 237-240.
2. Daminova E.R. Tarasova V.V. Kirpichnikova A.A. Academic Writing as a key component of Academic Literacy // Turkish Online Journal of Design Art and Communication . - 2017. - Vol.7, Is. - P.698- 703.
3. Тарасова В.В. Даминова Э.Р. Обучение реферированию как одному из видов учебной работы с научно-техническими текстами / Тарасова В.В. Даминова Э.Р. // Киров: Изд-во Вят ГТУ, 2013. С.258- 262.
4. Гильманова А.А. Никитина С.Е. Даминова Э.Р. Использование художественных текстов для обучения чтению на английском языке / А.А. Гильманова С.Е. Никитина Э.Р. Даминова //Международный научно-исследовательский журнал № 4 (46); Часть 3; Апрель; С.24 - 27 <http://research-journal.org/wp-content/uploads/2016/04/4-3-46.pdf>.