



CENTRAL ASIAN JOURNAL OF THEORETICAL AND APPLIED SCIENCES

Volume: 02 Issue: 03 |March 2021

ISSN: 2660-5317

Language Learning Culturally and the Role of Literature in Teaching Process

*Teshaboyeva Nafisa Zubaydulla qizi,
Jurayev Muhammadrahim Murod o'g'li,
Mamirova Munisa Rajab qizi*

*Jizzax branch of the National University of Uzbekistan named after Mirzo Ulugbek.
The faculty of Psychology, the department of Uzbek language and literature
mukhammadrakhimkhonjuraev@gmail.com*

Received 26th January 2021, Accepted 22th February 2021, Online 7th March 2021

Abstract- The topic identifies about the aspects on the language learning and the importance of the culture communication accompanied by literature through teaching stages. The aim is to investigate the effectiveness of incorporating culturally-loaded materials like literature in EFL classes. In EFL teaching, literature is utilized as a pedagogic tool to produce more speech materials that they consider really situational and very communicative. It also explores the suitable activities and methods to teach literature in order that it can help teachers of English elevate the quality in their teaching along with make use of these methods in teaching language skills: reading, writing, listening, speaking as well as language areas, namely vocabulary, grammar and pronunciation. Thus, we try to show a number of the valuable ways of skills so as to teach languages and demonstrate learning the language through the literature and appropriate solutions of the studying the literary texts.

Key words: Literary text, cultural awareness, language skills, language competence, ways of literature studying.

INTRODUCTION

In many countries today, literature, by all its genres, is regarded as an indispensable component of EFL teaching and a popular technique for learning language worldwide. It has significance in linguistic realization and artistic taste and the human from his/her early childhood exposes his interest in stories and chants. In addition, literature as a resource for an authentic material, gives learners an impetus to explore language components (pronunciation, stress and intonation, spelling, vocabulary, grammar) and practise language skills. Literature has also a crucial role in aiding students of English to taste literary texts by increasing their ability and their powers of observation as well as helps them utter language in context. Moreover, the study of literature broadens one's understanding of the human condition. By adopting the different

perspectives of narrators, characters and even entire philosophical movements while reading works of literature, one learns what makes humans feel, act, speak and change the way they do all over the world.

It is worth emphasizing that literary texts have always been an important source of material for ESL/EFL classes as they demonstrate a wide range of language use in authentic contexts. As said by Collie and Slater (1990:3), the reasons behind using literature in teaching and learning English is that literature is considered as "valuable authentic material, cultural enrichment, language enrichment and personal involvement." Literature gives students the chance to practise English language as it is spoken and thought by native speakers in real life situations, a matter that makes students familiar with various linguistic forms and expressions used by native speakers. Likewise, Literature serves as "valuable materials to enhance students' learning process and to support their mastery of language and culture" (Much & Retnaningdyah, 2011:6). Meanwhile, the students agreed with each other that even though they had studied cultural issues through literary texts, the lessons had not provided a thorough picture concerning culture. It is essential to mention that "Culture learning is the process of acquiring the culture-specific and culture-general knowledge, skills, and attitudes required for effective communication and interaction with individuals from other cultures. It is a dynamic, developmental, and ongoing process which engages the learner cognitively, behaviorally, and affectively". Culture and language learning involve a dynamic relationship between the situation and the actors in which cultural context, prior experience, and other factors come into play (Street, 1993). In fact, words and their meaning are linked to a cultural context, and language and cultural patterns change over time and vary according to the situation. To become effective culture learners, students must develop a variety of learning strategies ranging from reflective observation to active experimentation or what Kolb refers to as 'experiential learning' style. Most importantly it is knowing how to learn from the context while immersed in it, or what Hughes (1986) refers to as "learning how to learn". It is obvious to mention that understanding the context means the persons knows these cultural meanings associated with time, place, person, and circumstance. This understanding, in turn, prescribes language behavior appropriate to those circumstances. In essence, one does not need to be familiar with the other person in order to communicate, but one does need to understand the context. This, of course, becomes far more problematical in cross-cultural encounters. Additionally, based on Keesing's researches: culture is knowledge gained through reading; culture is institutions which should be analyzed; culture is the daily way of life; culture is transmitted from one generation to another; (5) culture means having a critical attitude toward the world; and (6) culture is lived and experienced.

From linguists' point of view, it is rather important to acknowledge students' opinions on the teaching and learning methods used in the classroom. A student who finds language lessons meaningful, effective and inspiring is likely to be more motivated to learn the language than a

student who is not interested in the subject. When students' motivation increases, they might also progress faster in their own language learning processes. Both understanding the theories concerning literature in language learning and acknowledging students' perceptions might help the teacher to plan successful courses and, consequently, feel motivated and enjoy his or her work. For this reason, the purpose of the present study is to provide information that teachers can use in the process of planning courses [1, 17-22p].

Literature has been recognized as an important element in language learning. Sinko indicates that reading is useful as it helps students to develop their thinking and imagination and provides a way to learn more expressive and accurate language. What is more, Simpson suggests that the study of language and literature cannot be separated from each other. When students study and start paying attention to what kinds of linguistic choices authors have made and what their purposes might have been, they will become more aware of the language. Furthermore, using the language in practical activities concerning literature engages the students, which will help increase their textual awareness the scholar Simpson said. Another viewpoint on the importance of literature is that literature mirrors the world in which it is written and also pictures the author's viewpoint on life: "Texts are places where power and weakness become visible and discussable, where learning and ignorance manifest themselves, where the structures that enable and constrain our thoughts and actions become palpable" said according to Scholes. Learning about culture is considered important in the IB program *the (International Baccalaureate Organization (IBO), IB Diploma Program, Language B Course and prose fiction)*. The significance of literature in the study of culture has been researched by Haggblom [who found out that primary school children were able to read and discuss literary texts and, simultaneously, learn about culture [2, 40p].

This could be applied to older students as well, especially as their discussion can be more thorough, due to their experience both on the language and life. The linguist Sinko has expressed a similar view by suggesting that literature broadens the student's view on language, life and cultures, and, for this reason, helps the student to learn to understand different people and their views. Consequently, literature can be a useful tool for learning about cultures.

The students agreed with each other about the language being old-fashioned, and for that reason, they thought some of the works were quite difficult to grasp. In addition, the students felt that the works had not been studied thoroughly enough to give them sufficient knowledge on them. From this it could be deduced that the students would enjoy reading more and benefit from it if they had the chance to participate in choosing the books. On the other hand, a number of the learners need to be more taught how they obtain and develop their reading comprehension through the literary texts. And now you can be shown a plenty of ways which help to the learners to study the literature in another language. The ways of studying literature in the English classroom were not considered to be very useful by either of the interviewed students. Their

opinion was that the methods of studying the books had been too detailed as the focus had not been on the books as a whole but on the events happening in the stories. The students had practical examples on how they would like the study of literature to be different. Firstly, they preferred reading the book independently. Secondly, they would have liked to work in small groups and discuss the book, for example, from the viewpoint of themes, relationships between characters and symbolism, for example. This would ensure a thorough analysis of the book. Thirdly, the students regarded interactive oral practices in small groups as useful. Literature was seen as a big entity that helps one gain several skills, not only language learning but also critical thinking, for example. However, as said above, the students found the ways of studying literature in the English classroom uninspiring. Both students seemed to think that the English lessons have not provided sufficient knowledge for analyzing literature. However, they felt that their Finnish lessons, which include literature studies in their mother tongue, have been more useful in giving tools for analyzing literature. Besides above, the interviewees considered reading and studying literature to be useful for learning about the structures of the language. Moreover, one suggests that through reading, one learns vocabulary so that paraphrasing becomes unnecessary. Studying literature through discussion and group work supports sociolinguistic and strategic competencies as well. In other words, language skills are not separate from each other. This was proposed by the students as well.

Meanwhile, we have to say that literature plays an important role in the English programs of many non-English speaking countries. Or more precisely, literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a culture competence in learners. In brief, literature helps students acquire a native language competence in English, express their ideas as well as critical thinking, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, fluently, precisely and concisely and become more proficient in English accompanied by become creative, critical and analytical learners.

In conclusion, literature, as a pedagogic tool in teaching English as a foreign language and a source of authentic material, can be a motivating medium for language learning. It contributes to the flourishing of students' interesting ideas, learning, and improves English instruction. It is worth emphasizing that literature is a captivating manner that uses words to express emotions, feelings, and ideas. It encompasses every field of life and knowledge whether it is written or spoken and reflects different aspects of human experiences. Culture is central to all of the types of context mentioned by these authors and researchers. It is not the context itself that alters language use, it is the meaning associated with that context, and that meaning is determined by the culture. It is essential, therefore, for language learners to also be effective culture learners. They must know how to "read" the context. This suggests that language instruction must provide

opportunities for students to be exposed to, or better yet, immersed in the target culture in order to gain skills in ascertaining the cultural meanings of time, place, person, and circumstances. It is shown by the fact that with the help of cultural awareness the vocabulary gains to three factors: a) availability of native speakers, b) enhanced motivation for learning new words, and c) a large number of possible settings in which to practice with new vocabulary. In that case learning culture helps us to prosper oral-aural skills both smoothly and perfectly. The evidence is consistent that culture learning gives us the following outcomes: greater self-confidence, an increase in global awareness, enhanced cultural self-awareness and positive attitudes toward other culture groups. Or more precisely, understanding the context means understanding the culture-general dynamics of human interaction and communication as well as the specific culture in question (target culture). For example, creating a context for culture learning in the classroom means finding ways to approximate the target culture in the classroom. So, literary texts, namely authentic materials should focus on affective gains as well as linguistic competence. Thus, learners value reading prose fiction as it not only aids in language learning but also gives means to read and analyze different kinds of texts from a critical perspective, which is defined as textual competence.

Used literature

1. Carell, P. L., Devine, J., Eskey, D. E. "Interactive approaches to second language reading". Cambridge: Cambridge University Press.1998
2. Collie, J. Slater, S "*Literature in the language classroom*".Cambridge: Cambridge University Press. 1987
3. Carter, R.A., Brumfit C. "Literature and language teaching". Oxford: Oxford University Press, 1986
4. Ellis, R. (1992). The classroom context: An acquisition-rich or an acquisition-poor environment? In C. Kramsch & S. McConnell-Ginet (Eds.), *Text and context* (pp. 171-186). Lexington, MA: D.C. Heath and Company.
5. Haberman, M. & Post, L. (1990). Cooperating teachers' perceptions of the goals of multicultural education. *Action in Teacher Education*, 12, (3), 31-35.
6. Lazar, G." *Literature and language teaching: A guide for teachers and trainers*".Cambridge: Cambridge University Press.1993.
7. Lustig, M. W., & Koester, J. (1996). *Intercultural competence: Intercultural communication across cultures* (2nd ed.). New York: Harper-Collins.
8. Zahra Iranmanesh, "Journal of Languages and Culture". Cambridge: Cambridge University Press. 2013
9. SaaraTeppeo, "Prose fiction in the English classroom". Oxford: Oxford University Press, 2013