



THE ROLE OF LITERATURE IN TEACHING ENGLISH

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ANNOTATION: *This article explores the role of literature as an effective tool in teaching English. Literature enhances students' grammatical, lexical, and cultural knowledge while also fostering creative thinking and broadening their worldview. The study utilizes a qualitative analysis method, examining advanced practices, classroom activities, and students' perspectives. The findings demonstrate that literature helps improve vocabulary, develop cultural understanding, increase motivation, and enhance speaking and writing skills. However, selecting texts that are appropriate for students' proficiency levels is essential. The research emphasizes that incorporating literature into English teaching curricula enriches the learning process and increases students' interest.*

KEYWORDS: *advanced practices, classroom activities, students' perspectives.*

INTRODUCTION

The modern era imposes new tasks and responsibilities on today's educators. With the advent of modern technologies, the traditional approaches to teaching English have undergone significant changes. On December 10, 2012, the President of the Republic of Uzbekistan, I.A. Karimov, signed Decree No. PQ-1875, "On Measures to Further Improve the System of Learning Foreign Languages." According to this decree, foreign language teachers are tasked with implementing advanced methods of teaching, using modern pedagogical and information communication technologies, and preparing the younger generation to communicate fluently in foreign languages. The decree, comprising several sections, specifically emphasizes the use of innovative technologies in its ninth clause.





In teaching English, literature is considered a crucial tool. Literary works not only teach the grammatical, lexical, and cultural aspects of the language but also expand students' worldviews and foster creative thinking skills. This article analyzes the significance of literature in teaching English and evaluates its effectiveness in the educational process.

METHODS

This study employed qualitative analysis methods:

1. Theoretical source analysis: Advanced practices in using literature for teaching English were reviewed.
2. Experiments: Examples of using literary works in language-teaching classrooms were examined.
3. Student opinions: Surveys and interviews were conducted to explore students' attitudes toward learning the language through literature.

RESULTS

1. Improved lexical knowledge: Students who read literary texts successfully learn new words in context, significantly enhancing their vocabulary.
2. Development of cultural understanding: Through literature, students gain deeper insights into the historical and cultural characteristics of English-speaking countries.
3. Increased motivation: Students find learning through literature to be engaging and meaningful. Studying poems, stories, and novels heightens their interest in the language.
4. Improved speaking and writing skills: Reading and analyzing literary works teaches students to express their thoughts clearly and creatively.

DISCUSSION. Literature offers numerous benefits in language teaching. Text analysis enables students to apply grammatical rules in practice. However, it is crucial to select appropriate literary works that match students' proficiency levels. For beginners, simple stories or short works are recommended, while advanced students can tackle more complex texts.

CONCLUSION. Literature not only helps develop language skills but also facilitates cultural understanding and broadens students' perspectives. It enriches the teaching process and increases students' interest. Therefore, it is recommended to incorporate literature more extensively into English language teaching programs.

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