



THE IMPORTANCE OF LITERARY TEXT IN TEACHING ENGLISH GRAMMAR

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Article history:	Abstract:
<p>Received: March 1st 2023 Accepted: April 3rd 2023 Published: May 10th 2023</p>	<p>The close connection between language and literature makes it necessary, though not required, for literary texts to be used as course material in foreign language classes. Literary texts are essential tools for the development of fundamental language abilities, even though they are not intended for language teaching and are accepted as authentic documents. Here, the goal is to help students learn more than just the basics of a language; it's also to help them learn about the culture of a foreign language and to give them a variety of viewpoints while teaching. The linguistic and grammatical structures of literary texts also make them useful teaching tools for the grammar of the target language in a foreign language classroom.</p> <p>This study analyzes the use of literary text to teach grammar in a foreign language classroom and is a theoretical knowledge based on research. The study is divided into four sections: introduction, placement of grammar in grammar instruction, use of literary texts in grammar instruction, and discussion of teaching foreign languages. The use of literary texts in foreign language instruction is covered in the second section. The advantages of using literary texts in grammar instruction are discussed in the third section. Finally, in the conclusion section, considerations and recommendations are made regarding the use of literary texts in foreign language classrooms.</p>

Keywords: grammar instruction, literary texts, foreign language instruction, and course materials.

INTRODUCTION

To imagine a learning environment today without technology and technological advancements is impossible. In fact, for more than 50 years, particularly in the teaching of foreign languages, technological tools and materials have been used as supporting components in the learning environment. The learning environment has expanded beyond the traditional classroom and has grown more independent, particularly with the advent of the internet. As a result, through a variety of exercises and activities in a more independent and individualized learning environment, students have seized the chance to develop four fundamental language skills outside of the classroom, including grammar, vocabulary, and phonetic competence. Due to technological advancements in the language environment, grammar instruction is currently a contentious issue in the study of foreign languages.

While some experts contend that grammar instruction should be taught implicitly and that explicit grammar instruction should be maintained in the teaching of foreign languages, other experts emphasize the importance of grammar instruction and contend that explicit grammar instruction should be maintained. In actuality, all of these discussions and current teaching methods demonstrate how crucial grammar instruction is to the process of teaching foreign languages and how essential it is to include it in the curriculum. Grammar instruction helps students develop their comprehension and interpretation abilities. Literary texts, which are considered to be authentic documents, are among the most effective course materials used to improve students' reading and writing abilities.

The use of literary texts in foreign language classes can provide an opportunity to teach different grammar structures in context and help students internalize the rules of grammar. However, there has always been controversy surrounding the use of literature or literary texts in the teaching of foreign languages. The use of literary texts as course material is still a topic of discussion among experts today. The use of literary texts in the teaching of foreign languages, however, is not a recent development; in fact, it has been done as course material since the beginning of the 20th century. The literary texts have been the most crucial and essential component of foreign language instruction. They were first used within the grammar translation method, also known as the traditional method.

As suggested by the name, the method's main focus has been on reading literary texts and studying translation from the target language to the mother tongue. Through the use of literary texts, this method aims to teach the grammar rules and the words in the text.

The grammar-translation approach has become obsolete in the face of new approaches brought about by advancements and changes in the teaching of foreign languages. As a result, literary texts are also excluded by these

techniques, losing their credibility in the process. As a result, there has been a decline in the use of literary texts as course materials in foreign language classes.

With the communicative approach, the primary objective in teaching foreign languages since the 1980s has been to develop students' communication skills, and any genuine document may be used to this end. Because of this, the importance of literary texts as authentic documents has increased once more. They now help students develop their communication and critical thinking skills as well as four fundamental language skills and subskills.

The requirement of using literary texts as course material in foreign language classes and their potential as an effective teaching tool for students to acquire foundational and sub-language skills are the common threads that bind all of these works together. Because of this, students must possess sufficient grammatical proficiency in order to use the four fundamental language skills effectively. According to Krashen and Shang, in order to develop fundamental language skills, language teaching should concentrate on authentic and meaningful input. In this sense, it can be said that students who are proficient in grammar outperform their peers in both speaking and writing.

MATERIALS AND METHODS

The learning-teaching model that relied solely on books for course material is no longer applicable in the teaching of foreign languages. Thus, in addition to using books as course material, many texts, visuals, audiovisual documents, and multimedia tools are now used thanks to technological advancements, new methods, and techniques that have emerged in response to the needs of the time.

The use of authentic documents in the classroom has increased, particularly since the 1980s, with the rise of the communicative approach and the action-oriented method in the years that followed. These documents, which are not prepared for the class and are separate from the course books, include novels, magazines, newspapers, poems, songs, postcards, newspapers, magazine articles, trains, and plane tickets. These documents are referred to as authentic documents and are described as being "visual or auditory, but not for the classroom, because they are created to provide a communication, a knowledge, and a real language concept" (Ataseven). The following are some reasons why using literary texts in foreign language classes is necessary:

- An authentic and a motivating material,
- Activate students' creativity,
- Have cultural and linguistic richness,
- Provide active participation of students,
- Develop students' critical thinking skills,
- Contribute to the development of four basic language skills and sub-skills,
- Support the development of emotional intelligence,
- Give intensive and common reading habits.

Language teachers use literary texts in their classes for four main reasons, according to Collie and Slater: Original course material, cultural and linguistic diversity, and full student participation in the activities are all required.

RESULTS AND DISCUSSION

Literary texts are authentic works that can be used in the classroom at every level. For instance, using fairy tales and stories as course material in a foreign language class for kids can be very successful. Similarly, the teacher in the classroom can use well-known classic books and poems as teaching materials to make the lesson more entertaining and enjoyable for adults. McKay lists three fundamental advantages of using literary texts in language classes in this context: demonstrate the significance of the author's type selection in achieving specific communication goals. This source is ideal for the adaptation of the four fundamental language skills and raises awareness of one another's cultures.

There are some restrictions associated with using literary texts in foreign language classes in addition to the above-mentioned advantages and benefits. According to Brumfit and Carter, the biggest issue with using literary texts in language instruction is how difficult it is for non-native teachers and students to understand the structure of these texts. Initially, this implies that a certain level of familiarity with the literature and culture of the target language is required for both teachers and students. The students' level of readiness is the second factor. Text selection is the third restriction. Since every culture has its own distinctive set of values, picking any kind of text for the class might not be appropriate for the students (Brumfit and Carter), who may also represent various cultural backgrounds. The following factors should be taken into consideration when selecting a text: the students' cultural background, linguistic proficiency, literary background, suitability of the texts, length of the texts, and level of the texts (ease-difficulty).

Grammar proficiency has long been a topic of discussion in the context of teaching foreign languages because it is the most crucial of the four fundamental language skills. In the 1960s and 1970s, the importance of teaching grammar declined, but starting in the 1990s, the communicative approach has brought it back. Some specialists have argued that grammar instruction is less important and should be taught implicitly, building on Krashen's theory of language acquisition. On the other hand, some other professionals have argued that grammar instruction is crucial to the process of teaching foreign languages and that it should be done so explicitly (White). According to Larsenn-Freeman, grammar is learned through natural processes, but in order to improve it, grammar rules must be explained. As can be seen, the researchers tend to hold a variety of viewpoints.

CONCLUSION

Consequently, using literary texts in teaching grammar:

- It is possible to provide it with useful information input that aids in the acquisition of grammatical structures. Thus, conscious learning is possible.
- It is possible to raise language awareness of the target language.
- Students may be encouraged to engage in meaningful communication.
- It is possible to develop students' literacy text reading techniques and skills.
- It is possible to enhance the students' capacity for comprehension, analysis, and interpretation.
- Students' ability to think critically and solve problems can be improved.
- You can offer inductive learning.
- Increased learning autonomy is possible.

The criteria for the text selection must be taken into account first in order to achieve the results mentioned above. The target language's literature must be well-known to teachers. Lessons like "language teaching with literary texts," "literature and language teaching," etc. should be taught in the foreign language departments, and if similar courses are already offered, they should be made more useful.

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