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USING LITERARY TEXTS IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT

The article considers using authentic literary texts in teaching a foreign language. Also, the main benefits of using literary texts are analyzed, and different approaches to organize this process are described.

KEYWORDS

Literary text, teaching, literature, TEFL.

INTRODUCTION

Literary text is one of the most important texts source of information and is considered the main type speech activities, contributing to foreign language learning. It is believed that foreign language proficiency depends on the quality and the amount of text read in a given language. Nowadays the choice of educational materials for a foreign language teacher is quite large - from ready-made methodological developments and teaching aids to accessible authentic journalistic materials and fiction. However, choosing a teaching strategy for specific students, the question arises of

the appropriateness of using literary texts in the curriculum, as well as the degree of their authenticity or adaptation.

Traditionally, the teaching methodology has a rather favorable attitude towards the inclusion of a literary text in foreign language teaching programs. Methodologists see the following advantages in it:

1. Reading fiction allows you to move away from standardized educational texts and introduce students to the modern "living" language. [1]

2. Work on a literary text allows you to develop language skills - lexical and grammatical. Allows you to overcome the language barrier, giving the student the opportunity to express their opinion about what they read, evaluating situations, characters, events. Thus, reading a literary text stimulates speech activity. [2]

3. Reading a work of art covers the linguistic and cultural aspect - it provides information about the social, cultural, structure of a foreign-speaking society, allows you to expand the general horizons of students and instill aesthetic taste.[3]

4. Reading a literary text forms the skills of independent work - to process semantic information, to systematize and analyze what has been read, to work with a dictionary. [4]

5. Fiction is a means of forming a secondary linguistic personality, which “implies a person’s ability to communicate in a foreign language, actively interact with representatives of other cultures, and represent their culture at the international level” [5]

E. I. Tsvirko highlights the following advantages of a work of art over popular science and educational texts in teaching analytical reading: - A literary text is aimed at general knowledge of a person, therefore, it corresponds to the aspirations and needs of young people. - Fiction text has a broad theme and does not require specialized background knowledge, unlike popular science and other non-fiction literature. - The

compositional construction of a literary text - the absence of fragmentation, plot - allows you to direct all the elements of the plot to resolve the conflict, which allows you to maintain interest throughout the entire reading process. [6]

Despite the approval of the use of a literary text for teaching various types of reading and its use in the educational process as a whole, there are still disputes in foreign methods of teaching a foreign language about the appropriateness of this type of activity. Thus, Alan Meili, author of the chapter "Literature in Language Classes" in the "Cambridge Guide to Teaching English to Foreigners", explains the situation as follows. Historically, literature has long been the main source of linguistic information in teaching a foreign language. However, with the development of technical means, methods of teaching a foreign language and the availability of language material, the role of a work of art in teaching a foreign language began to weaken. The growing popularity of the English language required mass training of "functionally competent users". In this process, the use of literature and the artistic word became inappropriate, and even partly harmful. The debate between the supporters of the “old” and “new” approaches continues to this day, however, “recently there has been a gradual rehabilitation of literature and its value in the learning process”. Starting from the 1980s of the XX century, the literary text began to

gradually return to the practice of teaching English as a foreign language.

Thus, foreign methodologists and practicing teachers who use literature in the process of teaching a foreign language face the following objections: - Literary reading does not meet the criteria of academic character and, accordingly, does not fit into the framework of the educational process.

The literary text is complicated by its grammatical structure and is incomprehensible from a cultural point of view, it may contain unnecessary lexical units that make understanding difficult. However, for some teachers, the grammatical and cultural complexity of the text is a motivation for in-depth study of the text.

Thus, supporters of literature in teaching practice explain the use of a literary text by the following reasons:

1. Linguistic: literature is an authentic material that is a source of an "unchanged" language, syntactic, lexical and grammatical patterns that can be used for educational purposes.
2. Cognitive: literature helps develop critical thinking skills by encouraging students to express their opinions and thoughts, to defend their point of view. Literature also helps to establish interaction between learners when the material read is used for further discussions and discussions.

3. Aesthetic: reading a literary text helps to see the beauty of the language being studied at its best. Literature provides examples of descriptions of events, places, characters, relationships, written by the best authors.

4. General education: reading increases horizons and establishes relationships with the outside world.

5. Motivating: A literary text is not only a set of grammatical rules and cultural facts, reading arouses interest in further study of socio-cultural factors beyond the educational process.

6. Psychological: the literary text meets the needs of students, makes the learning process more creative and attractive, increases students' self-esteem.

Lindsay Clenfield identifies three main approaches to the study of a literary text, combining them into three models:

1. Cultural model, when a literary text is considered as a product, a source of information about the culture being studied. The main emphasis is placed on the social, political, historical context, the belonging of the text to literary movements and genres. This model is focused more on the teacher and is widely used in university teaching practice.
2. Language model, when, when studying a text, much attention is paid to lexical and grammatical structures or stylistic analysis, which allows consciously

interpreting the text. This model is more student-oriented, improves general knowledge of a foreign language and makes the approach to literature more competent.

3. The model of personal growth is focused on students and the process of studying the text itself. With this approach, students are invited to express their opinion, describe their own experience, express their attitude to what they have read. This model promotes interaction between the reader and the text, making language learning more memorable, personalized.

Regardless of the chosen model and type of reading, foreign practicing teachers observe a positive attitude of students towards reading fiction at the lessons of English as a foreign language. Teachers note increased motivation, improved reading skills and an increase in general interest in this type of activity.

Summing up the above, we note that both domestic and foreign methodologists observe the positive impact of using a literary text in classes in English as a foreign language, noting the undoubted advantages of a literary word for the linguistic and aesthetic development of students.

Despite some disagreements on this issue, the change of vector in relation to the literary text in foreign teaching practice cannot but rejoice. In addition to such obvious benefits of using literature as authentic

and natural language, the development of language skills, the enrichment and development of oral speech, as well as emotional and psychological benefits, there is another one that is directly related to the academic nature of the learning process. Reading a literary text provides general literacy and allows you to develop the skills of critical thinking, the ability to analyze, independence, which are necessary for the formation of a competent specialist in any field.

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