

ISSN: 2277-3878, Volume-8 Issue-4, November 2019. – Page. 7661-7664.

7. Мўмин Сиддик. Сўзлашиш санъати. – Фарғона: Фарғона, 1997. –100 б.
8. Sayfullayeva R., Abuzalova M., Mamadaliyeva N., Yuldasheva D. Tilshunoslikka kirish. Darslik. –Т., 2020. – 51-56-б.
9. Тоирова Г. И. Ўзбек нутқий мулоқотида системавийлик, информативлик: филология фанлари бўйича фалсафа доктори (PhD) диссертацияси автореферати. – Тошкент, 2017. – 50 б.
10. Якобсон Р. О. Лингвистика и поэтика. Библиографическая информация: // Структурализм “за” и “против”. – М., 1975. – 230 с.

BENEFITS OF USING LITERARY GENRES IN TEACHING PROCESS

H. U. Yusupova,
Head of English Literature and Stylistics department, BSU.
e-mail: hilol79@rambler.ru
Phone: (91) 416 41 60

Abstract. This article delivers information about literature teaching process. At the same time it speaks about different ways of teaching English through introducing literary genres to learners. Teaching language is presented through literary genres such as poetry, short stories, drama, novel and others.

Key words: literature, genre, poetry, prose, novel, short story, method, material, teaching, language, literary work, learning.

Introduction. Implementing a story-based approach requires a great deal of energy, creativity and excellent classroom management skills and flexibility from teachers. In addition, on the final afternoon of the course children present their work to parents, which provide an ideal way of strengthening our parent/teacher relationships. This can, however, put teachers under a certain amount of strain as the performance of their pupils is often equated with their performance as teachers. As one teacher said it keeps you on your toes! In other words, it maintains high quality language teaching.

Literary review. Regarding of the crucial part of literature in maintaining the interest of the students, teachers exploit literary texts in a large number of ways in the classroom. Using the extracts from short stories novels, dramas and poems helps maintain the interest of the students in the process of language learning. Pulverness (2003) advises language teachers to maximize the use of literature in the classroom. Firstly, language teachers should introduce the theme of the text, and then necessary vocabulary items and use prediction tasks to arouse the curiosity of the students. Secondly, language teacher should minimize the text so as not to disturb the students' reading. Thirdly, language teacher should draw attention to grammar and linguistic structures used by the author. Finally, s/he should encourage students to find creative views and invite them to modify, extend or add to a text.

If the language of the literary work is simple, this may facilitate the comprehensibility of the literary text but is not in itself the most crucial criterion. Interest, appeal, and relevance are also prominent. Enjoyment; a fresh insight into issues felt to be related to the heart of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in a work of art; the other, equal pleasure of noticing those same thoughts, feelings, emotions, or situations presented by a completely new perspective: all these are motives helping learners to cope with the linguistic obstacles that might be considered too great in less involving material. 1

Research methodology. Benefits of Using Poetry to Language Teaching

Poetry can pave the way for the learning and teaching of basic language skills. It is metaphor that is the most prominent connection between learning and poetry. Because most poetry consciously or unconsciously makes use of metaphor as one of its primary methods, poetry offers a significant learning process. There are at least two learning benefits that can be derived from studying poetry:

- The appreciation of the writer's composition process, which students gain by studying poems by components
- Developing sensitivity for words and discoveries that may later grow into a deeper interest and greater analytical ability

Educational benefits of poetry are as follows:

- provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary;
- triggers unmotivated readers owing to being so open to explorations and different interpretations;
- evokes feelings and thoughts in heart and in mind;
- makes students familiar with figures of speech (i. e. simile, metaphor, irony, personification, imagery, etc.) due to their being a part of daily language use.

Through poetry, students can also study the semiotic elements in the target language. Semiotic elements constitute a cultural training as well. Moreover, poetry employs language to evoke and exalt special qualities of life, and suffices readers with feelings. It is particularly lyric poetry which is based on feelings and provides still another emotional benefit. Poetry is one of the most effective and powerful transmitters of culture. Poems comprise so many cultural elements - allusions, vocabulary, idioms, tone that is not easy to translate into another language. 2

Benefits of Using Short Stories to Language Teaching. Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives, and do so in a variety of registers and tones. The world of short fiction both mirrors and illuminates human lives (Sage 1987: 43). 3 The inclusion of short fiction in the ESL / EFL curriculum offers the following educational benefits:

- makes the students' reading task easier due to being simple and short when compared with the other literary genres
- provides more creative, encrypt, challenging texts that require personal exploration supported with prior knowledge for advanced level readers,
- motivates learners to read due to being an authentic material, offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,
- makes students feel themselves comfortable and free,
- helps students coming from various backgrounds communicate with each other because of its universal language,
- helps students to go beyond the surface meaning and dive into underlying meanings.

In brief, the use of a short story seems to be a very helpful technique in today's foreign language classes. As it is short, it makes the students' reading task and the teacher's coverage easier. An important feature of short fiction is its being universal. To put it differently, students all over the world have experienced stories and can relate to them. Moreover, short fiction, like all other types of literature, makes contribution to the development of cognitive analytical abilities by bringing the

whole self to bear on a compressed account of a situation in a single place and moment. 1

Benefits of Using Drama to Language Teaching. Using drama in a language classroom is a good resource for language teaching. It is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language to express, control and inform. The use of drama raises the students' awareness towards the target language and culture. In this context, the use of drama as a tool rather than an end gains importance in teaching a foreign language. Yet, there is one obvious danger: cultural imposition should be severely avoided since it results in the loss of language ego and native language identity in many cases. To put it differently, language learning should be culture-free but entirely not culture-biased. For this reason, the new language and the context of the drama should fuse into a language learning process with high interest, relevance and enjoyment. Learners should make use of drama to promote their comprehension of life experiences, reflect on particular circumstances and make sense of their extra linguistic world in a deeper way. The educational benefits of drama are as follows:

- stimulates the imagination and promotes creative thinking,
- develops critical thinking skills,
- promotes language development,
- heightens effective listening skills,
- strengthens comprehension and learning retention by involving the senses as an integral part of the learning process,
- increases empathy and awareness of others,
- fosters peer respect and group cooperation,
- reinforces positive self-concept,
- provides teachers with a fresh perspective on teaching.

In other words, the use of drama seems to be an effective technique in today's communication-based, student-centered foreign language teaching. Since it is an authentic material, it helps students to promote their comprehension of the verbal/nonverbal aspects of the target language they are trying to master. Particularly, teachers, who wish to make language learning more colorful, motivating and interesting, can make use of drama in their language classes. Since drama is the reenactments of social events, students improve their personality and code of behavior. Thus, they can achieve more meaningful and realistic teaching from which students can benefit to a great extent.

Benefits of Using Novel to Language Teaching. The use of a novel is a beneficial technique for mastering not only linguistic system but also life in relation to the target language. In novel, characters reflect what people really perform in daily lives. Novels not only portray but also enlighten human lives. Using novel in a foreign language class offers the following educational benefits:

- develops the advanced level readers' knowledge about different cultures and different groups of people,
- increases students' motivation to read owing to being an authentic material,
- offers real life / real life like settings,
- gives students the opportunity to make use of their creativity,
- improves critical thinking skills,
- presents a unique way of teaching reading by getting students involved and excited about the reading process,
- motivates students to become a lifelong reader,

When selecting a novel to be used in the foreign language class, the language teacher should pay attention to whether the novel has an intriguing story that will be of interest to the entire class.

Themes and settings captivating their imagination and exploring the human condition should be included in the nature of the selected novels. Novel should have a powerful, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. Specific themes and concepts being developed in class should also be incorporated within the novel.

When assessing comprehension, teachers may employ novel tests requiring students to develop the sub-skills of written language like spelling, handwriting, grammar, and punctuation. Essay type tests written by teachers help students to gradually improve their skills in writing and organizing material into paragraphs with acceptable sentence structure.

The tests are made up of not only fact-based questions serving as a basis of evaluating comprehension but also open-ended questions developing critical thinking abilities. The open-ended questions enable students to predict outcomes, make comparisons and contrasts, and draw conclusions. Class discussions of each novel event should comprise the main idea and supporting details, including who, what, when, where, and how. Details of various social issues such as sexual harassment and abortion, which are often an integral part of the plot, can provoke interesting debate. Discussions can also facilitate vocabulary development.

Conclusion. In sum, the use of novel is a very beneficial technique in today's foreign language classes. If selected carefully, using a novel makes the students' reading lesson motivating, interesting and entertaining. Though many students find reading a novel written in a target language difficult, boring, unmotivating, novel is a very effective way of building vocabulary and developing reading comprehension skills. It is through reading that students broaden their horizons, become familiar with other cultures, and hence develop their intercultural communicative competence, learning how to view the world from different perspectives. The result will be the possession of critical thinking and writing.

REFERENCES

1. Carter, R. and M. Long, eds. Teaching Literature. London: Longman. 1991.
2. Collie J. and Slater S. Literature in the Language Classroom. Cambridge: Cambridge University Press, 1990
3. Sage H. Incorporating Literature in ESL Instructions. New Jersey: Prentice Hall, 1999
4. www.sfu.carwwpsyb/issues/1996/spring/lambert.htm
5. www.dartmouth.edu/~library/Library_Bulletin/Nov1996/LB-N96-Dennis.html

ЭЛБЕКНИНГ ФОЛЬКЛОРШУНОСЛИК ФАОЛИЯТИ

Амонов Улуғмурод Султонович,
filologiya fanlari bo'yicha falsafa doktori (PhD), Бошланғич таълим назарияси кафедраси
доценти, Бухоро давлат университети.
amonov_ulugmurod@mail.ru

Аннотация. Ушбу мақолада Элбекнинг ҳаёти ва ижодига, фольклор, фольклоршунослик соҳасидаги фаолиятига алоҳида аҳамият берилган. Элбекнинг фольклоршунослик хизматларини холислик билан ўрганиб, назарий ва амалий аҳамиятини ёритиш зарур масалалардан саналади. Чунки у Абдурауф Фитрат, Ғози Олим Юнусовлар қатори фольклор назарияси, фольклор тарихи ва текстологияси, фольклор асарлари поэтикаси, фольклор ижодкорлиги ва ижрочилиги,