

METHOD OF STUDYING LANGUAGE AND LITERATURE IN HARMONY

Najmiddinova Madina Nuralievna
Teacher of Karavulbazar Vocational School

Abstract

It outlines that for every nation, its mother tongue is dear, prestigious and beautiful. The language of each nation reflects its spiritual world. Literature is an art that shows the potential, wealth, and sophistication of the national language. In this sense, language and literature are one body and soul, they cannot be imagined separately. The development of the national language and literature serves the cultural development of the nation.

Keywords: Literature, language, culture, behaviour.

Introduction

The relationship between culture, language and literature cannot be overemphasized. Culture shows itself in everything-language, literature, performing arts, verbal and non-verbal behaviour of people, etc. We not only represent but also embody our respective cultures. Cultures may differ in codes, conducts, cuisines and culinary delights, coexisting, customs, conventions, contraception, costumes or clothing, courtesies, conversation or communication, clock-time, concepts, conveniences, calendars, currencies, contracts, contacts, queues and quietness, courting, questions, crossing, consumerism, collaboration and competition, collectivism and crafts. The present paper focuses attention chiefly on 'codes' (language and literature), and only cursorily and indirectly on 'conversations' or 'communication' (norms of polite conversation, observance and violation of the cooperative principle, and speech acts) and 'curiosities' or 'questions' (norms of acceptable and appropriate questions). Finally, the paper makes a plea that the multiplicity of cultures and plurality of norms of verbal and non-verbal behaviour necessitate training in intercultural communication and that literature can be used as a rich resource to develop the ability to communicate appropriately in alien cultural settings. Language and literature carry the cultural load of the above listed patterns of thinking and private and interpersonal, social behaviour. Language and literature teachers need to highlight prominent aspects of culture that language and literature manifest. Vocabulary, pronominal usage, vagueness or explicitness of language, indirectness, honorifics, kinship terms, discourse structuring, turn-taking, speech acts are some major indicators of specifics of a culture. It is clear that the observable and non-tangible aspects of culture influence people's thinking and linguistic as well as non-linguistic behaviour. These aspects determine the expectations and interpretations of other people's linguistic and non-linguistic behaviour. As cultures condition our behaviour and our interpretation of other people's behaviour, there are consequential pedagogical implications. Lack of awareness of the conditioning and determining role of cultures in multicultural classrooms may result into miscommunication, amusing,



embarrassing and facethreatening situations or even into conflicts. Therefore, syllabus designers, textbook writers and teachers need to work together to script and implement an agenda to enable learners to switch over with comfortable facility from one non-native variety-specific use of speech functions to another non-native variety specific use of speech acts, and from their own variety specific use of speech acts to native variety-specific speech acts whenever it is necessary [1].

Ch.J. Fillmore sees the flaw in this approach in that any word can, by its very nature, require a broad and detailed definition. This does not correspond to Bendix's "minimum definition" principle. Linguists who aim to use the principle of minimal interpretation in order to include all relevant semantic information in the dictionary (Bierwisch and Kiefer are mistaken in one thing: they distinguish between the central meaning in the semantics of the word and the "peripheral" meaning that is not related to the structure. they act contrary to the principle of structure in the language. A linguist who criticizes the principle of "minimal interpretation" also strongly condemns the inclusion of extensive, lexical-semantic links in the dictionary. Contrary to the minimal interpretation, according to this approach, all the expressions that are included in the semantic scope of the word should be covered in the dictionary. "However, such semantic crossing links form a conceptual chain between lexemes. According to it, the reader must first familiarize himself with the explanation of one lexeme, then the second lexeme and the content of the following lexemes." [2]

Literature is one of the most important parts of education. There is a deep connection between the relationship between literature and language, the communicative and aesthetic functions of words, the skills of living in social life. Literature reveals all the wealth and possibilities of the national language. The attractiveness, artistic and aesthetic properties of the language are revealed through literature. The need to constantly refer to works of art in language acquisition has been proven many times from the point of view of practical experiences and times. Mastering literature as a subject of study allows to improve the student's speech and literacy. Literary education serves to form a person's speech culture and communicative competence. Modern school literature is compatible with all academic subjects, especially with the mother tongue. Studying and teaching the subjects of literature and mother tongue together, in a holistic, general way - to form students' basic competences and to teach students that language is a subject that is difficult to understand, a boring science that consists only of theories and rules. rather, the need to study as a mechanism that reflects the need for living, society and individual development in itself increases. Teaching native language and literature science together, in harmony, increases knowledge and understanding of basic sciences.

It is important to recognise major and small achievements in the use of literature for language learning to foster a change in mentality. English as a foreign language is taught worldwide and includes the use of literature. The British Council has produced valuable materials for the study of Shakespeare, for example, and these are widely distributed. More sharing of good practice is required to enable other languages to produce similar materials and reach larger audiences [3].

Curriculum content must speak to a variety of social experiences and it is vital that the pitfalls identified in the new GCSEs and A-Levels are rectified, among them severe grading and



ensuring appropriate attainment levels. More flexibility should be allowed to enable new texts and media to be incorporated into the teaching of the literature component together with more teacher training opportunities.

Finally, it is necessary to continue working towards a national strategy that supports language education, makes the study of languages compulsory, and helps communicate the value of languages and literature to the wider public

References:

1. Z. N. Patil., English Scholarship Beyond Borders: Volume 1, Issue 1., Culture, Language and Literature: Developing Intercultural Communicative Competence through International Literature., p-143.,-2014
2. New in foreign linguistics. – M.: Progress, 1983. – 400 p. - pp. 31-32
3. Elektron source: See for instance www.britishcouncil.cn/en/shakespearelives/learning.

