

INTEGRATION OF LITERATURE INTO THE EFL CLASSROOM

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Abstract: The article discusses importance of integrating literature into the language teaching and provides benefits of knowing literature by defining several competence that could be achieved through the integration.

Key words: integration, intercultural communicator, teaching literature, pedagogical education, linguacultural components.

The innovative processes taking place today in the system of pedagogical education most accurately raise the question of finding reserves for improving the training of a highly educated, intellectually developed person. The introduction of the integration of subjects into the education system will allow solving the tasks currently set for the university, namely, the comprehensive development of the personality of students, the formation, consolidation, deepening of knowledge. Integrated learning affects the development of creative thinking of students, it contributes to the systematization, activation of educational and cognitive activity.

The fate of any nation depends on the respectful attitude of other peoples towards it. And therefore, the students' sense of tolerance is brought up through the integration of English language and English literature, or rather, through the comparison of the life and work of individual writers, using their works, which trace the common problems of peoples.

Interdisciplinary connections in the learning process act as an essential lever for activating the educational and cognitive activity of students. Research by former scholars shows that interdisciplinary connections at the initial stages of their inclusion in the cognitive activity of a student play the role of a situational or triggering, stimulating stimulus. Solving interdisciplinary cognitive tasks, the student directs his activity either to search for unknown relationships in which known subject knowledge is located, or to form new concepts based on established specific interdisciplinary connections.

The analysis of the articles by Akyel, A. and Yalçın, E. (1990) shows that the problem of integration of a foreign language and literature in a language university is far from being resolved. The potential of literary competence has not been properly evaluated. In the field of humanities education, it is the literary component of the teaching content in interaction and interpenetration with linguistic and linguoculturological components that is able to optimize the adequate formation of various types of communicative competence among students.

The articles and works of other scholars such as Boyd, M. and Maloof, V. M. (2000) show that the formation of foreign language speech skills is a long and time-consuming process that requires constant improvement. The objective difficulty is the mastery of such skills such as the ability to replicate in accordance with the features of the functional style of English colloquial speech, the ability to express the phatic (establishing contact) or axiological (expressing value orientation) attitude of the communicant, to reflect interpersonal relations in speech, to choose adequate communicative means (means of "servicing" communication), to evaluate the aesthetic side of the utterance. Meanwhile, it is these skills that largely characterize the quality of a student's productive speech as an effective intercultural communicator.

The course of foreign literature is complex in its essence. According to Belsey, C. (2001) a future specialist in a foreign language should understand a number of common problems and issues of foreign literature, clearly understand the role of a book in aesthetic, mental,

moral education, in the development of speech, know the range of books that his peers read. At the same time, literature acts not only as an original aesthetic subject of study, but also as a means of knowing the life, interests, and psychology of the social group whose vital activity is reflected in the work. The central and most responsible task of literature is to form the reader's value attitude to life, and therefore, first of all, the social and aesthetic ideals of the new generation.

The study of literature as the art of words involves the systematic reading of works of art. As to Brumfit, C. and Benton, M. (1992), the need to communicate with the book can develop only with a broad and skillfully directed acquaintance with fiction and other types of art of the native country and the country of the language being studied, constant attention to the emotional perception of the text, to reflection on the problems posed by the author.

Unfortunately, literature in university foreign language education occupies an insignificant and small place. In the home reading classes at a language university, as practice shows, the discussion of what has been read does not pursue the goals of its aesthetic assessment, cultural assessment, development of the basics of literary competence. There is no dialogue of cultures through acquaintance with an artistic work. Moreover, the course of foreign literature in the university component of the curriculum and practical classes on home reading, as a rule, are not related to each other.

Therefore, one may consider it appropriate to introduce integrated teaching of a foreign language (English) and foreign literature for students of a language university, which will contribute to deepening students' knowledge of the language, literature, culture of the country of the language being studied and the formation of the foundations of literary competence.

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