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THE SIGNIFICANCE OF POETRY AND FICTION IN LEARNING ENGLISH LANGUAGE

Many old and well-established methods of language learning in Ukraine are incapable of arousing interest, keeping the student's attention and concentration on the task at hand. Also, over time, the old teaching methods simply lose their relevance, and hence their effectiveness. Much of the knowledge gained through the old method of teaching is simply not put into practice and is quickly forgotten. In the modern world, where there are absolutely new requirements for each element in life. The use of outdated methods - not only does not help, but also slows down learning.

Because of the foregoing, we can conclude that modern and new methods are needed for learning foreign languages, in particular English.

To increase interest in the material being taught, materials that are already interesting to students can be used. The modern generation has not abandoned reading, contrary to beliefs, and is still actively interested in literature and other educational and entertainment media resources, where a foreign language is often used. Students themselves find the use of literature in studying effective. (Bloemert, 2019, 380)

The use of poetry is one of the effective means in mastering a foreign language. When reading a poem, the student sees the conscious use of vocabulary to convey the author's thoughts and gets acquainted with the various functions of the language in communication (Mittal, 2016, 53). A foreign language, like a native language, performs all four functions: it serves as a means of expression of attitude to the world, informative, as a tool of learning and developing, directive and survival.

Poetry can be used as an example of modern authentic colloquial and literary speech to achieve the main goals of education and to develop the creative abilities of students. Since the purpose of teaching a foreign language is not only the acquisition of knowledge, the formation of skills and abilities among learners, but also the assimilation of information of a country-specific and cultural-aesthetic nature, the knowledge of the values of another national culture for them, the question of the cultural component undoubtedly arises when determining the content of education. This component includes certain knowledge (linguistic and cultural), as well as skills and abilities (verbal and non-verbal behavior). When selecting the content of the national-cultural component, out of the whole variety of linguo-cultural material, which can contribute not only to teaching communication in a foreign language, but also to familiarization with the culture of the country of this language.

Fiction is an important part of the culture of the people - native speakers. This is a special form of knowledge of the world, the place of man in this world. Fiction plays a special role among the sources of cultural information. A way of comprehending the reality embedded in fiction, offers methods for the realization of beliefs and life values, is a stimulus for thinking and behavior, covers reality most fully, comprehensively and emotionally. It is especially important to use fiction to illustrate the traditions, customs, lifestyle of the people of the language being studied. Fiction as a source of regional information contributes to the expansion and deepening of background knowledge, which ultimately encourages the reading of works and their better understanding. As Bredella says, "literary texts in the foreign language classroom are not only important for foreign language learning, but also provide it with significant educational goals". (Bredella, 2000, 380)

Due to the fact that the language of a modern poetic work is not archaic, its syntax, as well as its style, is mostly simple, it contains authentic language material that is as close as possible to modern colloquial and literary speech. In addition, when reading a poem, the student sees the conscious use of vocabulary to convey the

author's thoughts and gets acquainted with the various functions of language in communication. The use of poetry contributes to the development of basic communication skills - reading, listening, speaking, and the latter most often takes the form of a discussion of the content of a poetic work, which can cause a real discussion in a group, since the problems raised in poetic works are universal, are of a vital nature, not always suggest a unique solution. Thus, poetry contributes to learning the basic types of speech activity. At the same time, the practical goal of learning is achieved. Although some teachers do link the literature with grammar, the majority link it with vocabulary, which came to the fore in most discussions of language activities (Duncan and Paran, 2019, 18). And for grammar learning both desirable fluency and accuracy. Thus, a new way of learning was created: some teachers use simple poetry written by native speakers which uses different types of grammar in sentences.

Acquaintance with the best examples of foreign poetry, types of poetic meters, as well as with options for translating poems into the native language, contributes to the development of the student's linguistic and cultural competence, that is, the achievement of the general educational goal of learning.

In many educational processes, language is seen only as a tool with which to understand literature and vice versa. In fact, an equal combination of these teaching methods will be most effective in achieving and understanding the subject being studied and expanding one's capabilities as a language learner. And using poetry and fiction in language learning is one of the most effective and useful methods in studying. Using poetry in the studied language noticeably improves communication skills and understanding of that language. Fiction also greatly improves familiarity with studying foreign culture. Using fiction in themes that already interest students as well improves motivation in learning.

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