

## THE ROLE OF LITERATURE IN TEACHING DIFFERENT STYLES OF ENGLISH SPEECH

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### ABSTRACT

This article examines the role of literature in teaching different styles of English speech in EFL classrooms. The study emphasizes how literary texts expose learners to formal, informal, conversational, academic, and poetic styles. By analyzing characters' dialogues, monologues, and descriptive passages, students develop stylistic awareness, communicative competence, and intercultural understanding. The paper also discusses practical teaching strategies such as role-play, creative rewriting, and discussion-based activities to improve learners' ability to adapt their speech to different contexts.

**Keywords:** literature, English speech styles, EFL classrooms, communicative competence, stylistic awareness, intercultural understanding, teaching methodology.

### ADABIYOTNING INGLIZ NUTQ USLUBLARINI O'QITISHDA TUTGAN O'RNI

**ANNOTATSIYA.** Ushbu maqolada ingliz tilida turli nutq uslublarini o'rgatishda adabiyotning o'rni tahlil qilinadi. Tadqiqotda badiiy matnlar rasmiy, norasmiy, suhbat, akademik va badiiy nutq uslublarini o'rgatishda qanday yordam berishi ko'rsatiladi. Qahramonlar dialoglari, monologlari va tasviriy parchalarni tahlil qilish orqali talabalar stilistik ong, kommunikativ kompetensiya va madaniyatlararo tushunchalarni rivojlantiradilar. Shuningdek, maqolada rolli o'yinlar, ijodiy qayta yozish va muhokama mashqlari orqali nutqni kontekstga moslashtirish metodlari keltirilgan.

**Kalit so'zlar:** adabiyot, ingliz tilida nutq uslublari, EFL darslari, kommunikativ kompetensiya, stilistik ong, madaniyatlararo tushuncha, o'qitish metodikasi.

### РОЛЬ ЛИТЕРАТУРЫ В ОБУЧЕНИИ РАЗЛИЧНЫМ СТИЛЯМ АНГЛИЙСКОЙ РЕЧИ

**АННОТАЦИЯ.** В данной статье рассматривается роль литературы в обучении различным стилям английской речи в аудитории EFL. Исследование подчеркивает, что литературные тексты знакомят студентов с формальными, неформальными, разговорными, академическими и поэтическими стилями. Анализ диалогов персонажей, монологов и описательных фрагментов позволяет развивать стилистическую осведомленность, коммуникативную компетенцию и межкультурное понимание. В статье также обсуждаются практические методы преподавания, такие как ролевые игры, творческая переработка текстов и дискуссии, которые способствуют адаптации речи к различным контекстам.

**Ключевые слова:** литература, стили английской речи, аудитория EFL, коммуникативная компетенция, стилистическая осведомленность, межкультурное понимание, методика преподавания.

Literature serves as a vital tool in teaching English speech styles. It introduces students to authentic language used in formal, informal, conversational, academic, and poetic contexts [1]. Dialogues in novels and plays often illustrate informal or conversational patterns, while monologues and descriptive passages typically reflect formal or poetic styles [2]. By examining such texts, learners gain practical experience in adapting their speech appropriately to various communicative situations [3]. Exposure to multiple literary genres also develops learners' stylistic awareness. For instance, Shakespearean plays provide complex poetic structures, while contemporary short stories and novels exemplify everyday conversational English [1]. Literature allows students to observe how tone, register, and figurative language convey social meaning and emotional nuance [4]. Teaching methods that integrate literature include role-play, creative rewriting of literary passages, discussion of stylistic differences, and comparative analysis of characters' speech [5]. These activities enhance critical thinking, interpretive skills, and intercultural competence, as students analyze motives, emotions, and social interactions in the texts.

Ultimately, literature transforms EFL classrooms into dynamic spaces for language and cultural learning. Students not only acquire English but also develop the ability to adjust their speech to different audiences and purposes, enhancing both linguistic proficiency and intercultural understanding [3]. Literature also allows teachers to illustrate the relationship between language and social or cultural context. For instance, a Victorian novel might demonstrate polite, elaborate speech suitable for formal occasions, whereas a modern short story could show casual, informal dialogue among friends. By comparing these texts, students learn how the choice of words, sentence length, and tone reflect social roles, relationships, and situational demands. This helps them develop pragmatic competence, which is the ability to choose the appropriate style depending on the audience and purpose.

Additionally, incorporating literature into language lessons encourages interactive and creative learning. Teachers can assign activities such as role-plays, debates, or speech reenactments based on literary scenes. For example, students can rewrite a dialogue from a novel in a more formal or informal style or perform a dramatic reading to practice pronunciation, intonation, and emotional expression. Such tasks not only reinforce understanding of different speech styles but also increase learners' confidence in using English in diverse contexts. Finally, literature stimulates critical thinking and interpretation. When students analyze the tone, mood, and style of a literary passage, they actively engage with language choices. Questions like "Why does the author use this particular expression?" or "How does the character's speech reflect their social status or emotions?" prompt students to consider both meaning and style. This reflective process enables learners to internalize stylistic differences and apply them creatively in their own speaking and writing.

## CONCLUSION

Using literature to teach English speech styles provides learners with authentic examples and cultural insights. It promotes stylistic flexibility, critical thinking, and intercultural awareness, enabling students to communicate effectively in diverse social, academic, and professional contexts. It provides exposure to both informal and formal language, illustrates the connection between style and context, and encourages interactive and critical engagement with the text. Through literature, learners develop the skills to recognize, analyze, and

effectively use various English registers, which enriches both their written and spoken communication.

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