

A Study of the Needs and Importance of Literature in School Curriculum

Dr. Kashyap Bishwas
Associate Professor, Department of English
Lakhipur College, Lakhipur
Goalpara, Assam

Abstract:

In all educational systems, educators and students are subject to the institution's ideology, which in turn responds to local, regional, and global demands. The majority of educational systems share elements that are connected to a number of different factors, including the fast-paced evolution of media, kids' technological and communication skills, and new teaching methods and resources.

In general, the scientific, positivistic worldview led to the development of educational policies and practices that place a significant emphasis on cognitive learning, where learning outcomes can be measured objectively with the accumulation of information, skills, and competences. These techniques are still in use today, and it is clear that kids in elementary or secondary education do not have the opportunity to learn in subjects that foster imagination and creativity, which is a problem brought on by the framework of a packed curriculum. Since the reader develops an emotional attachment to the tale and this has favorable consequences on both the reader's personal development and the entire learning process, literature plays a significant part in children's personal development. Present paper studies the importance of literature in school curriculum.

Keywords: *Cognitive Learning, Personal Development, Curriculum.*

Introduction:

In both primary and secondary education, reading literature is typically taught as part of the language curriculum. It is particularly a part of the school-related language(s). In Indian schools, a three-language curriculum is used, with each student learning their home tongue, a second language, and a third language that varies depending on their socio cultural background. Even though language is introduced to children as soon as they step foot inside a school, the complexity and forms of language vary depending on the student's grade. The earliest stage is largely about language familiarity, whereas the later stage demands that a student be knowledgeable about many genres of literature in a given language. Pieper (2006) asserts that the place of literature in language instruction varies significantly from basic to secondary education, and particularly from upper secondary education. While reading literature is frequently interwoven into other language and education subjects, such as reading comprehension, the arts, and ethics, in primary and early secondary education, literature may even take on the status of a discipline later on in secondary education. It is increasingly likely that the teaching of literature will explicitly reference literary studies and deal with various academic approaches the more accomplished the pupils are. "Literature" is frequently used as a preparatory course for university-level literary studies at the upper-secondary level. Thus, teaching is significantly impacted by literary studies in teacher education. This technique already predominates in lower secondary and at the conclusion of upper secondary school, critics have noted, with the student at this level being underappreciated.

Objectives of the Paper:

The paper has the following objectives,

1. To study the need and objectives of literature in School.
2. To study the theoretical base of the requirement of the literature.
3. To study the outcome of literature.

Methodology:

Author used descriptive method for the study. Various secondary sources are used in the study.

Need and Objectives of Literature in School:

In human society, literature is a field of knowledge. There are several arguments in favor of literature becoming required reading in the curriculum.

The key arguments in favor of including literature instruction in school curricula include the ones listed below:

It is a well-known truth that English and the various forms of its literature are studied in classrooms all over the world today. Examinations are given in literature because it is covered in the school curriculum. Additionally,

literature is a subject of human endeavor that is so significant that it is one of the select few fields for which the coveted Nobel Prize is given. This is because humans are a repository of various emotions and feelings that are brilliantly depicted in literature. It is also true that language is a crucial medium for transmitting culture to the next generation. A people's culture is preserved via literature. Writing and studying literary works, such as poetry, plays, short tales, novels, etc., is a way to preserve a people's culture for future generations. For instance, in Jamaica, Trevor Rhone's *Old Story Time* is a representation of various facets of Jamaican culture. In terms of oral literature, it may be said that Louise Bennett-Coverley's serve to preserve Jamaican culture in addition to expressing it.

Models of Literature:

Without enough room to study many literary genres, the school curriculum is lacking. The four skills of listening, speaking, reading, and writing are taught in large part through literature, according to Parab (2015). Collie and Slater (1987) advocate for the use of literature in language instruction because it gives students access to valuable real material, fosters personal engagement, and contributes to their cultural and linguistic development. They continue by claiming that these benefits may be attained as long as teachers employ engaging and pertinent content for their students and implement activities that encourage engagement, reader reaction, and a strong connection between language and literature. In this connection, Carter and Long (1990) offer three approaches to support the use of literature.

The literature that brings into the picture the awareness and appreciation of many cultures and ideologies together with the development of one's perception of sentiments and aesthetic forms is represented by the first model in their discussion, which is the CULTURAL MODEL.

Language model makes up the second model. The literary medium is language, according to this approach, and literature can be used to impart certain vocabulary and sentence structures.

Finally, their PERSONAL GROWTH MODEL requires students to study literary works, appreciate and evaluate cultural artifacts, and, more generally, have a basic awareness of our society, culture, and ourselves as we interact with it. As English instructors, we have a variety of resources at our disposal to help our students learn the language and contribute to their cultural knowledge and understanding. One of those resources is literature, or the literary text. It stimulates learning and serves as a stimulus for acquisition.

It instantly evokes the students' ideas and feelings, which in turn paves the route for their linguistic development.

Outcomes of Literature:

As far as we can tell, the human species has valued stories greatly from the very beginning. Stories provide the foundation of cultures, including histories, myths and legends, fables, religions, and so on. The stories that the culture that students belong to has been constructed around must first be studied if students are to comprehend and participate in that culture. Even if there are other types of narrative, books are among the most significant. For instance, consider the Ramayana. Despite objections to religion being taught in schools, it is frequently done so since it has had such a significant impact on our culture. Because the Ramayana stories are mentioned and alluded to frequently, it is disadvantageous to be ignorant of them. Aside from that, there are several folktales, or stories, that not only describe a sequence of occasions but also highlight significant cultural practices that encourage students to adopt and thereby protect cultural identity.

Everyone has a propensity to become so preoccupied with their own life that they fail to notice what is happening in the world around them. And this is especially likely to happen to kids and teenagers. Education aims to inform students about the ideologies of other civilizations and the peoples of different eras and locations. The best method to do this is through literature. For instance, *Huckleberry Finn* allows pupils to step into the thoughts of a young boy living in the South in the 1800s and experience his existence firsthand. They gain an understanding of life during that era through this encounter, including how people spoke, thought, and behaved. The same is true of books on other nations that show children what life is like in different regions of the world. Reading a book about a different era or location is more interesting than listening to a lecture about it or reading about it in a book.

Numerous factors make having a sizable and diverse vocabulary necessary. Naturally, it aids with writing and reading skills, but it also permits dialogue that is more complicated. The more in-depth and meaningful discussions you can have about significant themes and situations, both within and outside of the classroom, the greater your vocabulary will be. Reading is the best way to learn new words because people tend to utilize a relatively small vocabulary when speaking. Additionally, reading literature is a fantastic way to expand and improve vocabulary. Any novel will contain a lot of words that students have probably never seen or heard before due to the descriptive nature of a story. Instead of having to drill, they will passively learn the meanings of those words as they are used in conversation. They won't even be aware they are expanding their vocabulary because they are reading a story rather than practicing, which is what they are doing.

To some extent, writing abilities can be taught. However, reading frequently is the most effective approach to improve as a writer. Reading immerses you in language, in the way words fit together to create the desired effects. When it comes time for writing, students who are encouraged to read have an advantage since they are more familiar with the mechanics of language. By encouraging pupils to try writing in the manner of a specific book or author, this effect can even be made clear. Because of the authors' mastery of language, many ancient literary works are being taught today. Many books, like *The Great Gatsby*, *The Scarlet Letter*, and *The Catcher in the Rye*, are praised for their distinctive writing styles and inventive use of language. There are also many more modern books that are equally beautifully written. Students who are learning to utilize written language to communicate with the outside world might benefit from literature as a teacher and an example.

Conclusion:

The division of language and literature courses was abolished by contemporary pedagogical tendencies, who also advocated a curriculum that teaches language, culture, and literature all at once. This modern interpretation of literature's function supports the idea that literary works can be utilized to teach language from the very beginning. In addition to offering children language role models, literary works also promote historical and literary traditions, accurate cultural facts, and critical thinking abilities. In addition to helping children develop their language skills, the teaching of literature in elementary schools gives behavioral role models that will help kids achieve personal fulfillment.

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