THE ROLE OF LITERATURE IN PRIMARY SCHOOL PUPILS' PERSONAL GROWTH AND VOCABULARY DEVELOPMENT

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Abstract: The majority of educational systems in primary schools have some characteristics, such as a heavy emphasis on cognitive learning with objectively measurable outcomes. Students' inner lives are not sufficiently motivated with accomplishment and competition due to results. Pupil's personal development is greatly aided by literature since it inspires an emotional attachment from the reader, which benefits both the individual reader and the educational process as a whole. Besides, learning language through literature can enrich students' vocabulary.

The purpose of this study is to determine how effective it is to teach vocabulary through literary works. A total of sixty fifth and sixth grade students from a primary school took part in the study. Initial results following the intervention indicate that students in the experimental group developed more reading love, increased creativity, and enhanced their cultural background.

Key words: literature, vocabulary, personal development, emotional attachment.

INTRODUCTION

Educational system has changed a lot due to the rapid growth of media. The majority of educational systems have features that are connected to several areas: kids' technological and communication skills, and innovative teaching methods and materials. The teacher from globe produced educational principles and procedures that a significant emphasis on cognitive learning, where learning outcomes can be objectively quantified and the building

up of information and skills. These methods are still in use today. It is clear that primary and secondary school pupils are not studying in the areas that foster imagination and creativity. This issue arises from the design of a jammed curriculum.

According to scientists, children's inner lives are not sufficiently motivated with rivalry or accomplishment. Pupils frequently place more emphasis on an individual's outside self than their inner selves. The children of this generations are a prime example of this. Growing up in a media-rich world greatly affects them. Children are frequently left in front of computers for homework or just for fun, while teachers at school employ a wide range of educational methods and resources, some of which are also linked to developments in technology.

LITERATURE REVIEW

It has become increasingly challenging for teachers to encourage their students to appreciate literature as a result of recent developments in education. The majority of studies and surveys highlight how important it is for instructors to support their pupils in developing a love of reading. The surveys also reveal a sharp drop in overall and literary book reading across all age groups and educational levels. Due to all of these factors, today's youth have a confused sense of who they are. Everything about each person's unique experience of being human remains steady.

Consequently, spirituality should be emphasized in the curriculum and in-class activities as it is crucial for nurturing children's inner and outward development. In other words, education need to be based on a variety of subjects and specializations that may support pupils in their search for purpose and connection in life. For this reason, literature is important to pupils' personal development since it serves as a source of personal development for young readers in addition to being a tool for vocabulary and language acquisition [1].

The way that literature is taught in various educational systems is influenced by contemporary ideas about education, culture, literature, as well as language and learning [2].

Language enrichment is a primary motivation for teacher use when educating reading in the classroom. Students apply literary texts not just for informational purposes, but also for the purpose of understanding the meaning, which makes literature a useful tool for language instruction. Books provide readers and listeners with an example of language to use.

Students acquire new vocabulary, grammar, discourse functions, proper sentence construction, and conventional story structures through the use of literary literature [3]. They improve their writing abilities. In order to do this, some primary school curriculum established the divide between language and literature. Furthermore, literature is crucial for developing young learners' reading habits as well as their reading abilities. It's common information that reading has evolved into a difficult task that many people in today's generation find difficult to complete.

When it comes to communication, literature helps students become more critical and analytical thinkers since it teaches them how to work independently and give ideas that are supported up by the literary texts they have studied. Order, cause and effect, character motivation, predictions, visualizing actions, characters, and surroundings, critical analysis of the narrative, and creative answers are all brought up in discussions about literature.

Visual literacy is developed through picture books that relate to tales. Children's sense of line, color, space, shape, and design is developed through the imaginative images seen in picture books. While some graphics expand or improve the text, others support or reinforce the narrative.

Pupils' critical thinking abilities are developed through their analysis of pictures. Imagination of students can be improved with stories.

Reading literature promotes feelings, tolerance for difference, creativity, and emotional intelligence—the capacity to comprehend other people's feelings. Because a

work of literature "represents the particular voice of the writer among the many voices of his/her community and thus to appeal to the particular in the reader," it affects students' emotions, draws their interests, and retains in their minds [4].

Aside from these, the main purpose for including literature into the classroom is the individual's growth. It teaches the reader and aids in the formation of his values and attitudes toward them. Since excellent literature addresses specific aspects of the human condition, it may act as an encouragement for change by promoting constructive interpersonal attitudes and aiding in a child's emotional growth. Outside of the classroom, these attitudes and beliefs will be applied.

When reading or studying a book, the reader develops an emotional attachment to the plot and the characters, which benefits both the learning process overall and the reader's personal development. Students are inspired as they read and comprehend the material, and this may help them develop a passion for literature and reading.

Pupils learn to deal with their challenges via literature. Pupils can learn how to deal with their own difficulties by learning about other people's problems in books; this process is known as bibliotherapy. Youngsters may identify with heroes from fairy tales who fight for the good guys, such as Jane, the central character of Jane Eyre, or with heroes going on their childhood difficulties and experiences, students may learn ways of dealing with problems.

Both readers and listeners may enjoy literature. It provides a soothing escape from everyday issues. Using excellent literature and scheduling leisure reading time may foster enthusiastic readers and raise academic performance. "The power of literature to offer entertainment and recreation is... still its prime reason for survival," states [5]. Prospectively, the most significant result of a literary program is the growth of a passion for literature as a leisure pastime.

Experience is developed by literature. Youngsters broaden their perspectives by engaging in diverse experiences. They go to different locations, encounter novel situations,

and make new friends. In addition to learning about the current, they also study a range of civilizations, including their own. They learn about the shared objectives and sentiments experienced by individuals from a variety of times and locations [6].

Compared to teaching literature to students at other age levels, there are several benefits to teaching literature to primary school students. Kids tend to be more open-minded, energetic, and lively. Additionally, they become disinterested easily and find it difficult to maintain concentrate on a topic for extended periods of time. For this reason, when teaching literature, the instructor should keep the student in mind and choose easy exercises.

In addition, the main goal of teaching students to read literature in primary school is to introduce them to the genre in a way that will allow them to enjoy it and form a habit of regularly reading books. These readers will then read a range of texts that represent a variety of experiences and perspectives for a range of reasons, including personal fulfillment. According to this perspective, the Romanian curriculum consists of relevant literature that may be applied in these ways. The examples given can be modified dependent on the level of the lesson and are based on real-world experiences.

METHODOLOGY

The research aims to investigate the efficiency of using literary works to teach vocabulary in primary school, at foreign language subjects. The participants who took part in the study will be primary school students, namely a group of 60 5th and 6th graders. In order to investigate the efficiency of drama as material for teaching vocabulary, the fifth graders and the sixth graders will be part of the experimental and control groups. Thus, the 5th and 6th A graders were the experimental group, in a number of 30 pupils, and the 5th and 6th B graders were the control group, in a number of 30 pupils. The research was conducted during the second semester of the 2021th -2022th school year. There have been prepared lesson plans both for the experimental and control group based on the curricula. For the experimental group the lesson plans were based on different literary texts (dramas,

novels, short stories and poetry) while for the control group teachers stuck to the exercises in the textbook. The language was introduced through different exercises and activities. The objectives of the lesson were drama, role play, vocabulary. It focused of speaking and listening skills.

The teacher reads a story which is based on the opposition the good-the evil. The teacher explains new words and phrases. Pupils are divided into groups and are asked to retell the story by role-play. They are told to use intonation, mimicry, gestures. At the end, pupils are asked to classify the characters into good and evil and to motivate their choice.

RESULTS

After the experiment that was conducted, we have observed some positive results. Following the use of different types of literary materials (drama, novel, short story, poetry) to classes for a semester as a way to notice the advantages of using this method, we have noticed that pupils have developed some positive competences. The students became passionate about reading, have become more creative and have enriched their cultural baggage and vocabulary [7].

The experimental group found it easy to communicate verbally. Since they had a lot of experience over the semester, they had no trouble reading the dialogues in front of the class. They were therefore more fluid. The students in the control group were under pressure to make no mistakes and focused too much on correctness. They were therefore not fluent.

CONCLUSION

The division of language and literature courses was abandoned by contemporary pedagogical tendencies, which urged for a curriculum "in which language, culture, and literature are taught as a continuous whole." The idea that literary works may be used to teach language starting at the youngest ages is supported by this modern understanding of the function of literature. Literary choices support pupils' language development while also

highlighting historical and literary traditions, real cultural facts, and critical thinking abilities.

Teaching literature in primary school using the right pedagogical strategies and tools fosters pupils' personal fulfillment by providing behavioral models in addition to helping them develop their language skills.

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