

"PYGMALION" BY BERNARD SHAW IN TEACHING ENGLISH AS A SECOND LANGUAGE

Umarova Marjona Usmonovna

2nd-year student of Uzbekistan State World Languages University

Annotation: *This research studies the importance of the great novel "Pygmalion" in teaching the English language as a second language because of its linguistic, literary, and other features. It will be a helpful teaching tool for improving students' spoken and written English as a Second Language (ESL) dialogue. Also, methods to teach it in ESL will be discussed.*

Keywords: *Bernard Shaw, Pygmalion, ESL, methods, features, importance, teaching.*

Pygmalion is the title of a play that is based on a character from Greek mythology. Pygmalion created sculptures, and in Greek legend, he fell in love with one of them, causing it to come to life. Its writer, George Bernard Shaw, was an Irish playwright, critic, polemicist, and political activist. He received the Nobel Prize in literature and the Oscar for "Pygmalion"'s finest writing and screenplay. There are many universities and colleges all over the world that require "Pygmalion" as the primary text for drama courses in their undergraduate or postgraduate English language and literature curricula because of its considerable significance in terms of thread, linguistic or phonetic pieces of information, English history, and social issues. ESL students can learn and be aware of this information in the classroom.

LINGUISTIC PECULIARITIES

The dialogic exchanges between the characters in "Pygmalion" show Bernard Shaw's proficient use of language to convey the feelings, frustrations, failures, humor, and successes of the middle-class society of England. The interlocutors' statements reveal to the audience that Standard English and Cockney exist. Due to the opportunity to learn about London's culture and social conditions, this play also has sociolinguistic implications. In the play, Elizabeth's speech has improper English. For example, "if you was talking to a stranger and wished to be pleasant," The playwright intentionally scripts the utterance "if you was talking" instead of "you were talking" to highlight the grammatical inaccuracy of colloquial language.

ENGLISH HISTORY

The whole story takes place during the Victorian era, which can give students an understanding of that time and the lifestyles during it. The characters of Dolittles and the social classes struggled in British society during the Victorian era. We can also see how crucial and reputable accurate English speaking was, as speech could indicate social classes. It is demonstrated in the play by the transformation of a young, illiterate girl into an aristocratic, cultured society with just excellent language.

SOCIAL ISSUES

This play's central themes are social divisions and manners. The book is filled with references to this concept. Shaw begins by highlighting the variations among the groups at the time. He continues by demonstrating to the reader how members of various social groups interact. In addition to addressing societal issues, the drama touches on how language was handled in Victorian education. According to a feminist viewpoint, *Pygmalion* is seen as a reflection of what women go through in a society that is dominated by men. Eliza's improper English pronunciation is due to her weak economic and social position in society. Even calling Elizabeth "The Flower Girl" reveals the social identity and economic background of the character. So Elizabeth demands to call herself by her name during the play.

TEACHING METHODS

ESL/EFL instructors can make use of *Pygmalion*'s dialogic structures to develop communicative tasks and lexical sets in the classroom. The study of *Pygmalion*, however, is restricted to specialized English language classes and is not explored by students studying in other fields. Effective teaching methods of "*Pygmalion*" are teaching with the help of technologies, apps, flashcards, role-playing, and other interesting exercises. In ESL classes, after the book "*Pygmalion*" is read by students, it will be high time to show the film version of the play "*My Fair Lady*" for visual memory. Flashcards, worksheets, and interactive games will be used to examine learned vocabulary. Similarly, educational tools such as Kahoot, Quizlet, Nearpod, and similar apps or websites are also advantageous ways to practice vocabulary, grammar structures, and expressions. In addition, role-playing will be the most enjoyable and interesting part of learning in classes, as groups will act and engage in the play for fun.

In conclusion, the analysis of *Pygmalion* in this paper can serve as a guide for other scholars in the interdisciplinary areas of language and literature to use similar methods to analyze literary texts. The study of the play's various elements and instructional strategies can also be a useful tool for ESL instructors who want to use comparable methods when talking about the play in ESL classes. George Bernard Shaw's *Pygmalion* is a drama with creative expressions and the possibility for thematic and linguistic interpretations. This study approached the play from a linguistic and teaching perspective and offered insights for other researchers in this field.

REFERENCES:

1. Shaw. G.B (1994). *Pygmalion*. Dover Publications.
2. George Mathew Nalliveetil. (2020). Linguistic Analysis of George Bernard Shaw's "*Pygmalion*". *Scholars international journal of linguistics and literature*, 3(4), 116-125.