

THEORETICAL PROBLEMS OF LITERATURE TEACHING METHODOLOGY AT SCHOOL



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Abstract

This article provides information about theoretical problems of literature teaching methodology at school. It also gives information about significance of interaction between instructor and learners in the process of teaching literature. It describes general comprehension of literature teaching methodology and focuses attention on how the instructor should build the learning process in order to achieve good results.

Keywords: teaching; methodology; interaction; development; literature; scientific; psychology; system; student.

МАКТАБДА АДАБИЁТ ЎҚИТИШ МЕТОДИКАСИНИНГ НАЗАРИЙ МУАММОЛАРИ

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Аннотация

Мақолада мактабда адабиёт ўқитиш методикасининг назарий муаммолари ҳақида маълумот берилган. Шунингдек, адабиёт ўқитиш жараёнида ўқитувчи ва талабалар ўртасида ўзаро ҳамкорликнинг аҳамияти ҳақида сўз юритилган. Адабиёт ўқитиш методологиясининг умумий таърифи келтирилган ва ўқитувчи ижобий натижага эришиш учун ўқув жараёни қандай қилиб самарали ташкил этишига эътибор қаратилган.

Калит сўзлар: ўқитиш; методология; ўзаро муносабат; ривожланиш; адабиёт; илмий; психология; тизим; талаба.

ТЕОРЕТИЧЕСКИЕ ПРОБЛЕМЫ МЕТОДИКИ ПРЕПОДАВАНИЯ ЛИТЕРАТУРЫ В ШКОЛЕ

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Аннотация

В статье представлена информация о теоретических проблемах методики преподавания литературы в школе. Помимо этого, дается информация о значимости взаимодействия между преподавателем и учащимися в процессе преподавания литературы. Также изложено общее понимание методологии преподавания литературы и сфокусировано внимание на том, как преподаватель должен эффективно строить учебный процесс для достижения желаемых положительных результатов.

Ключевые слова: преподавание; методология; взаимодействие; развитие; литература; научный; психология; система; студент.

Problems of education in the XXI century interest scientists and teachers, parents and students. Of particular importance is the idea of fundamental knowledge, bridging the gap between traditional and modern methodologies, the problems of the dialogue of cultures, the assimilation of knowledge in a generalized form and the search for system-forming principles for programs and teaching and methodological complexes, the upbringing of the system of moral coordinates of the individual.

The main goal of literary education is to introduce students to the riches of world classics, to create a culture of artistic perception and to educate on this basis morality, aesthetic taste, and a culture of speech. The basis of the content of literary education is recognized as the reading and study of literary texts, taking into account literary, ethic-philosophical and historical-cultural components.

The transition to a concentric structure of education presupposes the completion of each stage. Modern programs do not contain an indication of the amount of time for each topic, a number of works are offered at the choice of the teacher and students. Graduates of the XI grades can independently formulate the theme of the composition and choose artistic texts for its disclosure.

The foundations of the readership culture, the ability of meaningful expressive reading and the elementary analysis of the work of art are laid in the primary grades. In many textbooks the artistic text acts as the main means of instruction. Diverse tasks, including creative ones, are aimed at developing the cognitive and emotional sphere of junior schoolchildren, full-fledged perception of the literary text, and the inclusion of schoolchildren in active speech activity.

From the standpoint of modern aesthetics and literary criticism, artistic creativity is drawing closer to science in the character of the accuracy of comprehension of the world. But its specificity is that it gives the reader an intuitive, imaginative picture of the world, carries in itself an element of aesthetic pleasure, a moral lesson, and, finally, that spiritual joy that everyone is so important to experience.

The tasks of the course in the methods of teaching literature in a pedagogical university are largely determined by the uniqueness of the general cultural situation in

our society. The interest to many lost spiritual values is growing, stereotypes and assessments of the facts of artistic and pedagogical creativity are being denied.

Of particular importance is the formation of a new type of relationship between teacher and student, preparation for creative search, for independence of analysis. This is all the more necessary because there is a multivalued process in the literature. In such conditions, any science, including the methodology of teaching literature, loses any unambiguousness and completeness of positions. Increasingly important are the alternative concepts and the existence of a program of scientific and practical activities of the teacher, methodologist, and scientist. It seems that literature should be studied in a broad cultural context and when set to form a personality capable of self-determination.

It is important for the future teacher not only to understand the specifics of teaching literature in a modern school, but also to gain a certain idea about the possible ways of working in schools of various profiles. Currently, there are several concepts of teaching literature in the school. Some people can call supporters of ethical, ideological, aesthetic or ethical-aesthetic direction. Some people may support ideological and aesthetic, others – the emotional-aesthetic approach to the school analysis of a work of art under various grounds: literary or linguistic. Often there is a reasonable interaction of positions or, on the contrary, irrational breeding of them. Many people worry about the danger of alienating young people from many artistic achievements, the loss of interest in conscious reading.

Hence, the primary attention to the sovereignty of the reader's perception, to its deepening in the process of analyzing artistic works, to an integral study of literature, including the individuality of the artist of the word, and his poetics, and literary assessments, and the «movement» of the work in time.

In the nineties many new things came to literature, literary criticism, aesthetics, philosophy, into the methodology itself.

We can identify the following theoretical problems of modern methodological science:

1. The problem of reading, the perception of fiction as the art of the word; the formation of the reader, his spiritual world. One cannot help but notice the dangers of a kind of inertia, inferiority of perception, expressed in the choice of books for reading, in the evaluations of the read material. Do not forget about the sovereignty of the reader's perception.

2. Mutual enrichment of literary criticism and methods of teaching literature. Problems and prospects of studying the poetics of a work of art at literature lessons.

3. Deepening of the links between the perception of the work, its interpretation, analysis and independent activity of students.

4. The problem of studying the literary development of students, and not only in the research aspect, but as the basis for the school teaching of literature, the choice of programs, concepts, and technology of lessons at different stages of literary education of schoolchildren.

5. Historical change of methods and ways of studying literature, constructing new ones, reliance on traditional ones.

6. The formation of a new type of relationship between the teacher and the student, the upbringing of the creative principles of personality.

7. Search for new lesson structures and modeling of other forms of conducting classes.

Fiction is called upon to play a special role in shaping the self-consciousness of modern society, in its humanization. It bears in itself the artistic, aesthetic memory of the people, moral attitudes. What has been done in the theory and practice of methods of teaching literature today? The assessments of many literary facts have changed, various programs, manuals and textbooks have been created, various classes, schools, lyceums, and gymnasiums have been opened (1, 13).

Temporary standards of literary education are prepared in relation to the basic component of literary education, its invariant core. This is done to preserve the best traditions of literary education, to establish creative cooperation between scientists and teachers who hold different views. In the development of the methodology of teaching literature, «developing education» is taken as a basis. In the improvement of programs, preference is given to the idea of their concentric construction.

Speech and non-verbal actions of students are quite rigidly regulated by the goals of the teaching put forward by the teacher at each particular stage of school education, as well as the content of the teaching, which, as a rule, represents the literary and colloquial norm of the modern language (2, 10).

The new content of education is associated with the search for new methods of teaching, new approaches to the content and structure of the literature lesson.

Since the problem of reading, forming the reader, his spiritual world continues to be perhaps the most urgent scientific problem, in methodological science, preference is given to methods work that ensure the integrity of the perception of the artistic text, its deep interpretation, understanding of the poetics of the writer. It is no accident that the basis of the basic component of literary education is the reading and study of a work of art, its interpretation.

Already in the I–IV grades, the teacher aspires to educate the reader, capable of personal perception, sensitive to the author's word. In the V–IX grades, literature is gradually mastered in motion, in the context of culture. In the X–XI grades, schoolchildren begin to consciously treat the process of cognizing the facts of art, which is realized in the lessons of interpreting and analyzing literary texts.

The reading culture of schoolchildren is an essential indicator of the spiritual potential of society. Thus, the expansion of the student's reading circle, desired by many, is connected with the sources of spiritual culture and the enrichment of humanitarian knowledge.

There are students who prefer scientific literature or publicism. Some just like learning in general. How not to rejoice! However, the existence of empty, colorless answers depresses. However, before us a new schoolchild of the end of the 20th century, who has extensive interests, understands art, sports, has his own opinion. Sometimes he should be lead to a dialogue-meeting with writers.

Actually, reading, sounding words of the writer may leave an indelible impression on students, opens the joy of communication with his work. Let us turn to their personal impressions, ask what made them particularly impressed, how they saw the author and his little hero; what pleases and surprises him in the world around him, in nature, in the life of his father's house, what theme, what motive goes through his narration.

Students understand that in the text, the feelings, the thoughts of the adult person are connected with the feelings of the child. Interpretation of the text is arranged in conversation with schoolchildren.

Disclosing their understanding of the reading, the students in the answers to the questions of the questionnaire about their favorite activities, authors, personal impressions of the artistic texts choose, as a rule, the texts studied at school, and most often talk about the plot, about heroes and write about the style of writers and poets.

The development of reading activity is one of the most important tasks of the school. Programs give the teacher the freedom to choose books for reading, talking and studying. Reading preferences of schoolchildren convince the growing importance of the influence of the family, the home on the development of the personality of the student. We should not forget about the influence of the book market and the language of television on the character of the perception of literature and the processing of artistic information. There are both positive and negative trends. Therefore, many teachers are concerned about bridging the gap between the study of literature under the guidance of the teacher and the independent reading of the student.

The aims are the various points you proceed through on the tour to the destination. In many situations, the destination is composed of multiple targets, which

the course assists to weave together (3, 75). There is a necessity for developmental work on instructing the reading of literature as opposed to the learning of literature, and it is in this that the interests and goals of both the language and literature instructor overlap (4). -3

The idea of the need to improve school literary studies on the basis of a holistic study of the poetics of the artistic text, knowledge of reader perception, the schoolchild's psychology and motivation of his activity begins to be affirmed in the theory and practice of teaching literature.

The students comprehend the meaning of the matter being introduced, and its contact with other things they already know. Thus, teachers may need to illustrate, make links with previously learnt matter, and explain (5, 12).

So, we touched upon the problems and prospects of studying the poetics of a work of art in the context of actual concepts of literary criticism and methodology. Foremost, we are talking about the content and structure of school literary education at the present stage of development of our society. The existence of various programs and teaching aids in the presence of state standards of literary education helps to establish the content of the subject «literature», its invariant core, which is preserved with a variety of teaching options. It includes a characteristic of the levels of literary development of schoolchildren at the end of a nine-year and eleven-year school and the means by which these levels can be achieved.

Fiction shapes the self-consciousness of modern society. The beginning of everything – in school. Especially important is the overcoming of a peculiar alienation from the system of moral and aesthetic values, which are revealed to the schoolchildren through the introduction to the literary world of the literary work. There is no accidental interest in expanding the literary education in the elementary school on the basis of the integration of literary reading, the formation of writing, reading and speaking skills, and also becoming involved in independent activities.

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