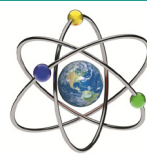




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METHODS AND TECHNIQUES FOR TEACHING ENGLISH LITERATURE

Abdramanova Dilbar Purxanatdin qizi

Qoraqolpoq davlat universiteti tayanch doktranti

Abstract: This paper explores diverse methods and techniques for teaching English literature, with a focus on university-level instruction. It presents a comprehensive overview of theoretical and practical approaches adopted by various scholars and institutions, including the Formalist approach, cultural and personal growth models, and theory-based methods. The study highlights how these pedagogical frameworks contribute to the development of literary skills such as critical thinking, linguistic proficiency, cultural understanding, and creative expression. It also emphasizes the role of student-centered learning, interactive reading strategies, and the integration of literary theory into classroom practices. Through a synthesis of literature reviews, pedagogical reflections, and instructional design, the paper offers a roadmap for effective and engaging literature teaching tailored to learners' needs, backgrounds, and educational contexts.

Key words: English literature, teaching methods, literary analysis, student-centered learning.

Annotatsiya: Ushbu maqola ingliz adabiyotini o'qitishning turli metodlari va usullarini o'rganadi, bunda asosiy e'tibor universitet bosqichidagi ta'limga qaratilgan. Unda turli olimlar va muassasalar tomonidan qo'llanilayotgan nazariy va amaliy yondashuvlar, jumladan, formalistik yondashuv, madaniy va shaxsiy o'sish modellari hamda nazariyaga asoslangan metodlar keng qamrovli tarzda sharhlanadi. Tadqiqotda ushbu pedagogik yondashuvlar tanqidiy fikrlash, til kompetensiyasi, madaniy anglash va ijodiy ifoda kabi adabiy ko'nikmalarni rivojlantirishga qanday hissa qo'shishi yoritiladi. Shuningdek, u talaba markazli o'qitish, interaktiv o'qish strategiyalari va adabiyot nazariyasini amaliyotga integratsiyalashning ahamiyatini ta'kidlaydi. Adabiyotlar tahlili, pedagogik mulohazalar va o'quv dizayni sintezi asosida maqolada o'quvchilarning ehtiyojlari, kelib chiqishi va ta'lim kontekstlariga moslashtirilgan samarali va qiziqarli adabiyot ta'limi bo'yicha yo'l xaritasi taklif etiladi.

Kalit so'zlar: ingliz adabiyoti, o'qitish metodlari, adabiy tahlil, talaba markazli o'qitish.

Аннотация: В этой статье рассматриваются разнообразные методы и приёмы преподавания английской литературы с акцентом на обучение на университетском уровне. Представлен всесторонний обзор теоретических и практических подходов, применяемых различными учёными и учреждениями, включая формалистский подход, модели культурного и личностного роста, а также теоретически обоснованные методы. В исследовании подчёркивается, как эти педагогические рамки способствуют развитию литературных навыков, таких как критическое мышление, языковая компетентность, культурное понимание и творческое самовыражение. Также выделяется роль обучения, ориентированного на студента, интерактивных стратегий чтения и интеграции литературной теории в практику преподавания. Посредством синтеза обзоров литературы, педагогических размышлений и учебного проектирования статья предлагает дорожную карту эффективного и увлекательного преподавания литературы, адаптированного к потребностям учащихся, их опыту и образовательным условиям.

Ключевые слова: английская литература, методы преподавания, литературный анализ, обучение, ориентированное на студента.

INTRODUCTION

Literature is an expression of human experience conveyed through language. It is the only subject where the writer exercises a degree of freedom in manipulating language, resulting in the creation of an idiosyncratic piece of writing. For this reason, in addition to its literary features, a literary text possesses specific characteristics that distinguish it from other types of texts. Consequently, the teaching of literature requires particular approaches and methods that align with the nature of literature and the objectives we aim to achieve. This research paper, therefore, aims to contribute practical insights into the teaching of literature to university students.



In the modern educational landscape, teaching English literature requires more than traditional methods. With advancements in pedagogical theory and educational technology, it has become essential to apply effective methods and techniques that engage students, foster analytical thinking, and develop a deep appreciation for literary texts. This topic is relevant as it explores how different instructional strategies can enhance students' understanding and interpretation of literature in a dynamic and meaningful way. The object of the study is the instructional process of teaching English literature. The subject of the study is the methods and techniques used in teaching English literature. The hypothesis is that applying effective and innovative methods and techniques in teaching English literature leads to improved student engagement, faster language acquisition, and better communication skills. The aim of the study is to explore and evaluate various methods and techniques used in teaching English literature and to determine their effectiveness in enhancing learners' language skills and overall proficiency.

LITERATURE REVIEW

The approaches and methods used for the teaching of literature vary across contexts depending on the learners' level and the intended objectives. Rohaniya highlights an important distinction: the study of literature versus the use of literature as a resource for teaching language. In addition to outlining the benefits of teaching literature, the scholar suggests incorporating class discussions in teaching poetry by designing pre-discussion, discussion, and post-discussion activities. Olausen (2016), in her study, implemented a communicative approach grounded in socio-cultural and reader response theories, whereby learners bring their own experiences to the interpretation of literary texts, resulting in multiple possible interpretations. She discovered that students engage with literature in varied ways: some focus solely on the text; others explore social issues in relation to the text; while some respond only to their peers' arguments.

Ikkone (2016) reiterates the significance of literature and advocates for contemporary techniques that are believed to enhance the teaching and learning of literature. He outlines two main historical approaches to literature instruction: the Conservative and the Progressive approaches. He explains that the Conservative approach is characterized by its denial of literature's didactic function, its neglect of individual learner differences, and its rejection of student involvement in the selection of literary texts. In contrast, the Progressive approach embraces the didactic use of literature to aid personal and social adjustment, promotes extensive reading (quantity over quality), values individual differences, and emphasizes teacher-student collaboration. Ikkone proceeds to outline a range of teaching approaches and methods, leaving it to the teacher to select those best suited to their learners. Suggested approaches include the thematic, stylistic, group-based, response, integrated, and problem-posing approaches. Recommended methods comprise Criticism, Discussion, Discovery, Questioning, Project-based learning, and the Read-and-Explain method. Drawing from these approaches and methods, Ikkone emphasizes the importance of tailoring techniques to the learners' age, the teaching environment, the text at hand, the availability of materials, and the allocated class time. In a publication titled *Approaches to Teaching Literature: Responding to Literary Texts* (Pearson Qualifications, 2018), the focus lies on key aspects of literary analysis: context, plot and structure, form and genre, themes and issues, language and style, characters and relationships, and reception and interpretation. For each aspect, relevant activities are suggested. For example, regarding context, students may be asked to explore why and how the text was written, research biographical information about the author, examine the social and historical background, and consider the literary context, including contemporary works and other writings by the same author. Golden (2023) offers practical strategies to facilitate the teaching of literature and make it more manageable for educators. His suggestions include administering quizzes to encourage pre-class reading, having students bring questions for discussion, incorporating participation within lectures, integrating theoretical frameworks into text analysis, closely examining specific passages, converting discussions into writing tasks for reflective students, organizing group activities, and allowing sufficient wait time for student responses rather than immediately filling silences. Referencing Carter and Long (1991), Padureau (2015) identifies three main approaches to literature teaching: the Language Model, the Cultural Model, and the Personal Growth Model. The Language Model focuses on enhancing comprehension through analysis of familiar grammatical, lexical, and discourse features. Although this approach emphasizes language usage within literary works, critics argue that it is overly rigid and may undermine students' enjoyment of literature. According to Yimwilai (2015), the Cultural Model encourages exploration of a literary text within the context of its originating culture, helping learners understand ideological and cultural elements while expanding their awareness of the target culture beyond mere vocabulary acquisition. The Personal Growth Model bridges the Language and Cultural models by encouraging students to make personal connections to the text, express opinions, and reflect on their own experiences within the cultural framework of the work.

The researcher concludes with several recommendations for selecting literary teaching materials:

- choose texts that are age-appropriate and engaging;
- support students' personal discovery and emotional connection to texts;
- act as a guide in their development;
- adopt a student-centered pedagogy;
- design communicative and contextually relevant activities (e.g., pre-reading, while-reading, and post-reading tasks);
- and select materials that promote both literary appreciation and linguistic competence.

RESEARCH METHODOLOGY

Basically, the reading of literature goes in two related directions: one is the enjoyment of the story and the human experience it conveys; the other is the appreciation of the artistic and aesthetic creation of the writer that is manifested in language and through which they deliver themes and meanings. In fact, analysing the writer's artistic strategies and discussing their ideas has far-reaching results. The learner will acquire literary skills that not only make them a good literature reader but also an individual with specific cognitive abilities that can be applied in reading non-fiction texts, understanding themselves and others, and becoming a reflective and thoughtful person able to discuss life issues. Literary skills are a kind of competence acquired through interaction with fictional compositions. These include: critical thinking, vocabulary development, writing, the capacity to analyse a text, understanding its core themes, characters and their motivations, and communicating effectively ([Indeed Editorial Team, 2023]). Another definition states that literary skills refer to knowledge and techniques in reading, comprehending, interpreting, and communicating about literature ([Zippa Team, 2022]).

Critical thinking is a form of thinking where one questions, analyses, evaluates, interprets, and makes judgments about what they read, hear, say, or write. The term "critical" comes from the Greek word *kritikos*, meaning "able to judge or discern". Good critical thinking involves making judgments based on reliable information. In literature classes, students will practice expressing their opinions, drawing inferences from texts or connecting texts to the outside world, explaining cause-and-effect relationships, comparing facts, and applying ideas they have learned from literature to new situations. These also include the ability to visualise, make predictions, and infer ([Zippa Team, 2022]). In this regard, students will develop a perspective on the writer's textual strategies and message, and determine how these relate to broader concepts. Furthermore, students will gain the capacity to apply critical thinking in contexts beyond literature.

Culture is a broad term. It includes language, ideas, beliefs, customs, taboos, codes, institutions, tools, techniques, and works of art. It is also associated with values, beliefs, and knowledge. Primarily, culture is expressed in art, literature, language, and both verbal and non-verbal behaviours ([Akhter, 2022]). Literature, in turn, conveys the beliefs and values of society through language. In fact, literature reflects society and the spirit of its time. What happens in society is directly or indirectly mirrored in literature. This is why examining literature requires placing it within the social, political, and economic context in which it was written or received (*ibid*). Through reading literature, we encounter different viewpoints and opinions. This fosters empathy, acceptance of others, and a deeper understanding of the world. Literature also challenges our assumptions and prompts critical reflection on reality. Moreover, it has historically served as a platform for social and political commentary, motivating readers to take action ([Ardaa, 2023]). Literary texts are a rich source of linguistic input. They help students practice the four skills—listening, speaking, reading, and writing—and serve as models for syntactical and lexical structures. Students become familiar with diverse uses of words, phrases, phrasal verbs, multiple meanings, and idioms ([Noaman, 2013]). Frequent exposure to literary works helps learners internalise syntactic structures and vocabulary, which can be used in writing tasks and further developed over time.

Choosing or adapting a teaching approach to literature depends on multiple factors. Chief among them are the teacher's philosophy about literature, the teaching objectives, and the learning context (i.e., students' age, interests, cognitive level, and cultural background). For this reason, literature teachers differ in how they present literature in the classroom. Below, I present my perspective on how literature could be taught. Learning literature and literary analysis is not a difficult task if the teacher equips students with the right tools to explore texts with enjoyment. Since literature is a distinct form of linguistic production, it requires special treatment. Before delving into analysis, some foundational knowledge should be established. First, in literature, we interpret rather than explain or paraphrase. Interpretation goes beyond literal meaning. For example, we interpret literary devices such as symbolism, irony, and allusion, as well as character construction and its thematic connections. Sometimes, the surface story is entirely different from the deeper meaning. For instance, in James Joyce's short story *Eveline*, the plot appears to depict a girl named Eveline living in Dublin, caring for her alcoholic father and brothers after her mother's death. However, at a deeper level, the story reflects the condition of women in early 20th-century Britain. Second, students should be introduced to the concept of literary genre and



its defining features. This awareness helps them read texts with the genre in mind, aiding in making predictions and assumptions. Third, every work of fiction includes essential elements: point of view, characters, time, place, tone, mood, literary devices, figures of speech, and plot.

ANALYSIS AND RESULTS

Understanding the features and functions of each literary element is crucial in analyzing a text. For instance, point of view includes various types such as the first-person narrator, third-person narrator, and second-person narrator, among others. Each type serves a specific function aligned with the writer's intended message.

In terms of character development, writers employ several methods to introduce characters. They may do so directly by providing full information, leaving no room for inference. Alternatively, they may rely solely on physical description, allowing readers to deduce the character's personality. Characters may also be introduced through dialogues between others, placement in a particular setting that reflects their psychological state, or by assigning symbolic names that correspond to their roles in the story. The core idea is to encourage learners not to take these elements for granted. Rather, each element's construction is deeply connected to the writer's textual strategies and underlying meanings. Hence, while reading any literary text, learners should automatically recall this knowledge and apply it during the reading process. Furthermore, literary works are produced within specific historical periods, each associated with distinct literary movements. Therefore, it is essential that learners grasp the concept and characteristics of these movements, enabling them to interpret texts in light of the prevailing ideas and styles of that era. Such understanding enhances textual comprehension. Moreover, literary theories have long been integrated into literature instruction. These theories help learners approach texts from specific analytical standpoints, shaping their interpretation of the writer's message. Literary theories also reduce biased readings by providing structured frameworks that direct attention to relevant themes and strategies. Thus, knowledge of various literary theories is indispensable in literary criticism. After establishing this foundational knowledge and analytical tools, teaching should transition from a teacher-centered approach to a learner-centered one. In this model, students are given more autonomy to explore texts independently, while the teacher facilitates learning through clearly defined objectives and structured activities.

In my view, the formalist approach is fundamental, especially for beginners. It focuses on analyzing the elements of fiction and how they interact to create meaning, disregarding external factors. The formalist approach does not require learners to consider social, historical, or biographical contexts. Although often criticized for being rigid and limiting, I believe formalist analysis should precede any application of other theories. This is because literature, at its core, is language—structured through strategies—and understanding its linguistic features is essential for valid interpretation. Additionally, the formalist approach familiarizes learners with how fictional elements function and interact. Once learners are acquainted with internal textual analysis, they can progress to examining external contexts. Literary works reflect their time, which includes social, cultural, political, historical, and intellectual dimensions. At this stage, teachers should encourage learners to situate the text within its appropriate external context before classroom discussion.

Reading activities in literature classes are flexible and depend on learners' needs. When students struggle with independent exploration, teachers can design guided reading tasks that highlight essential textual features. The choice between extensive and intensive reading depends on the instructional goals. If the objective is to assess general comprehension, extensive reading is sufficient. However, if the goal is to perform a close reading and analyze specific details, intensive reading activities are more appropriate. The following table illustrates the application of extensive and intensive reading activities in literature.

Discussion is indispensable in literature classes. It has many benefits: it enables students to express their thoughts about the work, exchange ideas with classmates, and reflect on themselves and the world around them. Thus, they achieve personal growth. The teacher can devote some time to discussion by assigning tasks for students to prepare before coming to class. Such assignments may include: asking students to compare their culture with the cultural issues raised in the text; relating what they have read to their personal life; bringing their own questions into class; considering how they would react if they were in the protagonist's place; and selecting a passage from the text to explain its significance and why they chose it.

Literary theory and literary texts are two sides of the same coin. Literary theory helps readers gain deeper understanding and insight. Reading literature through the lens of a theory enhances appreciation and offers new perspectives to better understand the work. Some literary theories include: Cultural Studies, Practical Criticism, Formalism, Reader-Response, New Criticism, Psychoanalytic Criticism, Marxist Theory, Postmodernism, Post-structuralism, Deconstruction, Feminist Criticism, Critical Race Theory, and Queer Theory (Ferianda, 2017).

The introduction of theory into literature classes should come after students have mastered language-based approaches (such as the Formalist approach). Then, the use of literary theory strengthens the reading

process. It broadens perspectives and offers varied options for literary interpretation. The teacher's role is crucial in helping students bridge literary theory with the literary text. The production phase serves the same function as the discussion phase. It enables students to express their opinions about the text and reflect on themselves and the world around them. In addition, it contributes to the development of writing skills. Teachers can encourage students to use structures from the literary text in their own writing. At every level of literary analysis, the teacher should recommend a writing task in which students practice analytical writing, supporting their ideas with quotations or paraphrases from the text. Students could be assigned to write about literary devices, elements of fiction (such as point of view, character, setting, theme), create an alternative ending to the story, or imagine how they would act in the place of the protagonist. Teachers can also propose topics involving controversial issues that prompt students to reflect on both the text and real-life concerns.

CONCLUSION

In this research paper, we have shared insights on methods of teaching English literature. The literature review shows that each scholar develops their own method of teaching English literature, as each has a unique perception of literature, specific objectives, and particular teaching contexts—including the learners' age, cognitive levels, and cultural background. The main objective of teaching literature is to develop literary competencies in learners. To achieve this, we suggest the following steps: providing background information; applying the Formalist approach at the initial stage; establishing the socio-historical and cultural context; designing tailored reading activities; encouraging discussion; applying a theory-based approach; and finally, implementing the production phase.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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