

# MODERN APPROACHES TO METHODS OF TEACHING WORLD LITERATURE

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## INTRODUCTION

Learning world literature in Eastern Europe is an effective way to study language, culture, acquiring knowledge of a linguistic nature. Since the 1990s, the teaching of world literature has undergone significant reforms (IVANOVA, 2021). In the context of learning foreign languages, world literature should be included in the curriculum as a separate discipline. Literature is a creative subject that combines art, culture of speech, tradition and creative method (SENTHILKUMAR, KANNAPPA, 2017); this is a combination of creative, figurative, symbolic meanings of literary works and features of their linguistic design (NENTHIEN, LOIMA, 2016).

Literature develops students' knowledge of culture, and the application of a comprehensive approach in the methodology of studying world literature allows tracing the relationship between language and literature, transforming the contextual form into abstract representations and constructions with well-represented artistic images and forms. In the modern methodology of teaching world literature, a variety of approaches, forms and methods of teaching are presented, which make it possible to carry out the multifaceted complex approach to studying the world literature. All this is designed to facilitate the process of assimilation not only of the literary work as such, but it also make it possible to simultaneously get acquainted with the language, culture and ideology manifested in each literary work.

## AIMS

The experiment was aimed at achieving the research purpose concerning establishing the level of effectiveness and students' assessment of a comprehensive approach to learning world literature for high school students and university students. This involves performing the research objectives as follows:

- to establish basic approaches to learning world literature;
- to determine how students evaluate the effectiveness of different educational approaches to the study of world literature and the most comfortable forms of education for respondents.

## MATERIALS AND METHODS

In the proposed research, the main method is the experiment. Due to the fact that all the work was observational, the method of observation was used as an empirical method. This has made it possible to directly determine the pedagogical phenomenon and the changes

that have occurred during a particular educational process. The survey method was regularly used in the research. This method has been involved in order to determine the assessment by study groups of the application of numerous approaches to learning world literature with different methodological and ideological guidelines. The research methodology involved application of statistical methods (qualitative and quantitative), as well as mathematical methods.

The research was conducted during the 1st semester (from September 2020 to December 2021). The following students took part in the experiment, namely: students of Kharkiv National University named after V. Karazin (Kharkiv, Ukraine), students of Kharkiv University Lyceum (Kharkiv, Ukraine); students of the University of Economics and Law "KROK" and students of the Professional College of the University "KROK" (Kyiv, Ukraine). Participants in the experiment are as follows: first-year students studying at the Faculty of Philology with English as a primary and second foreign language (20 students) and high school students (11th grade) studying in specialized classes of the lyceum (with intensive study of foreign languages) (18 students) and students of the college (20 students).

Online survey of respondents was conducted on the basis of Google form at each stage of the experiment. All respondents participated in the research voluntarily, and the personal data of participants were protected. University ethics committees and student councils in colleges and lyceums have approved research in accordance with the Declaration of Helsinki (6 / EA / FKGUI / VI / 2020). Students and schoolchildren completed and signed the consent form; by the way, they received comprehensive information about this research and their role in it.

The whole experiment is organized in 3 stages. Based on the information obtained by the questionnaire method, the effectiveness of the implementing a complex of basic approaches to the study of world literature by university students and high school students has been analyzed.

Stage 1. A preliminary survey of students and schoolchildren on the assessment of methods of studying the discipline and the use of forms of integrated approach to the teaching of world literature has been conducted. Educational and illustrative material for academic disciplines has been prepared; preliminary education and trainings have been carried out with teachers who will teach world literature. Additional training workshops with technical specialists have been conducted for all participants of the experiment.

Stage 2. At this stage, in parallel with the learning process in groups, a survey has been conducted in order to determine the priorities for the introduction of the following forms of education, namely: listening, taking notes, lectures and discussions. The forms of training, actively used during the experiment, have been provided for assessment.

Stage 3. At the final stage, after conducting a final survey in order to assess an integrated approach (combination of a number of modern approaches) to teaching of world literature as innovative, in the study of world literature, the final rating of the forms of training used at the complex approach has been compiled.

## LITERATURE REVIEW

Using modern approaches to teaching and studying world literature is a rather difficult task for both teachers and students (HUSSEIN, AL-EMAMI, 2016; NOVIANTI, 2016). This indicates the need to develop a comprehensive approach to modern methods and forms of education (JONES, 1999; CHEN, 2020; CAVUS, 2017). Rababah (2020) proposes to combine teaching literature and language learning; Salgur (2013), Wang, Liu (2019) emphasize the correlations between pedagogical and methodological aspects of studying world literature and culturology. Synorub, Medynska (2019) consider the hermeneutic aspects of the study of literature (interpretation and representation of verbatim information by the teacher, which facilitates the process of understanding and comprehension of the idea of a literary work). Muthusamy (2017) notes that sometimes teachers of literature lack the skills and methodological dexterity to represent ways of understanding the content of a literary work, lesson, lecture; consequently, they consider literature lessons as the most difficult ones in their work. Kiraly (2015) studies the problems of forming a competency-based approach to

teaching the humanities from the standpoint of postmodern pedagogy. Sunardi (2018) notes that when studying world literature due to limited knowledge of the original language, it is difficult for students to fully and comprehensively understand the deep meaning of literary and artistic text, especially classical literature. Also, when studying world literature, difficulties arise due to genre diversity, individual author's style, jargon and creative methods (BERRARBI, BAHOUS, 2018). It is also necessary to take into account the teaching skills and the level of methodological training of the teacher. Using the potential of modern teaching methods will contribute to a more effective study of world literature. For this purpose, an algorithm is being developed for the formation of a curriculum aimed at the interests of pupils and students (KIKI-PAPADAKIS, CHAIMALA, 2016; KO, 2013).

In this context, the problems of assessing the effectiveness of an integrated approach to the study of world literature, including a set of modern methods of studying a literary work from different aspects, are insufficiently studied.

## RESULTS

Complexity in the combination of modern approaches to the study of world literature as a modern teaching method involves actualization of several tasks within one discipline, which in combination are designed to facilitate the process of studying the literary process and literary text in all its manifestations. They also provide an opportunity for a greater variety of forms and methods of teaching, taking into account the views of pupils and students, and in accordance with the principles of student-centered learning. From among the modern educational approaches to teaching world literature, 5 basic ones have been taken into account, namely:

1. Formalistic (actually literary approach) represents the text as a given, independent of external factors, "art as art"; text itself the main in this aspect.
2. Moral and humanistic approach is based on the central place of person in literary work. Attention is paid to moral, ethical issues that manifest the idea of a person's own will, free choice between good and evil, social behavior and disregard for the rules of the society. Person in this context is a rational being, endowed with intelligence and must rely on intelligence.
3. The historical approach involves the study of literature as part of the historical era, those realities, in which the work was created. Literary figures are the products of their time, society, nation, ideology, which prevailed in the literary work. The teacher explains historical conditions and biographical data of the author, and this involves a focus on chronological presentation and step (stage-based) system of presentation of the material. This approach works well in classes of high schools where such information is provided for the first time. It is assumed that the history of the country and the national cultural traditions has significantly influenced the author and his literary work.
4. The cultural approach teaches perceiving literature as a leading propagandist and bearer of cultural, linguistic and national traditions. A literary work is a set of technological, social, ideological and cultural components; it has been created and exists as a value in the general cultural environment to which the author belonged at the time of creation of the literary work being studied. It is an effective way to get to know culture through the prism of its literature and evaluate it. This principle actually means the studying culture through literature.
5. The psychological approach, which originates from the ideas of psychoanalysis, calls for the perception of literature through the prism of the psychological characteristics of the author as an individual. This approach considers the psychology of the characters, the creative process, and even the author. From such positions, literature is a manifestation of the author's personality, a consequence of his hidden inclinations, personal manifestations and delusions, complexes of symbols, ambiguous images, recurring themes and allusions.

These approaches are accepted in the research as the basic ones; they are introduced into educational activities. Such complexity requires preliminary technological, methodological and material training.

At the first stage, material, technical and professional preparation for the implementation of the research takes place. A preliminary survey of respondents (students and pupils) was conducted, where on the basis of their experience, gained so far, the attitude to the educational approaches, which students and pupils dealt with in the course of studying the world literature, was determined. It was proposed to outline those approaches that cause categorical rejection, resistance, as well as acceptance and full approval (Table 1).

**Table 1.** Overall assessment by students of the effectiveness of educational approaches to studying world literature (author’s development).

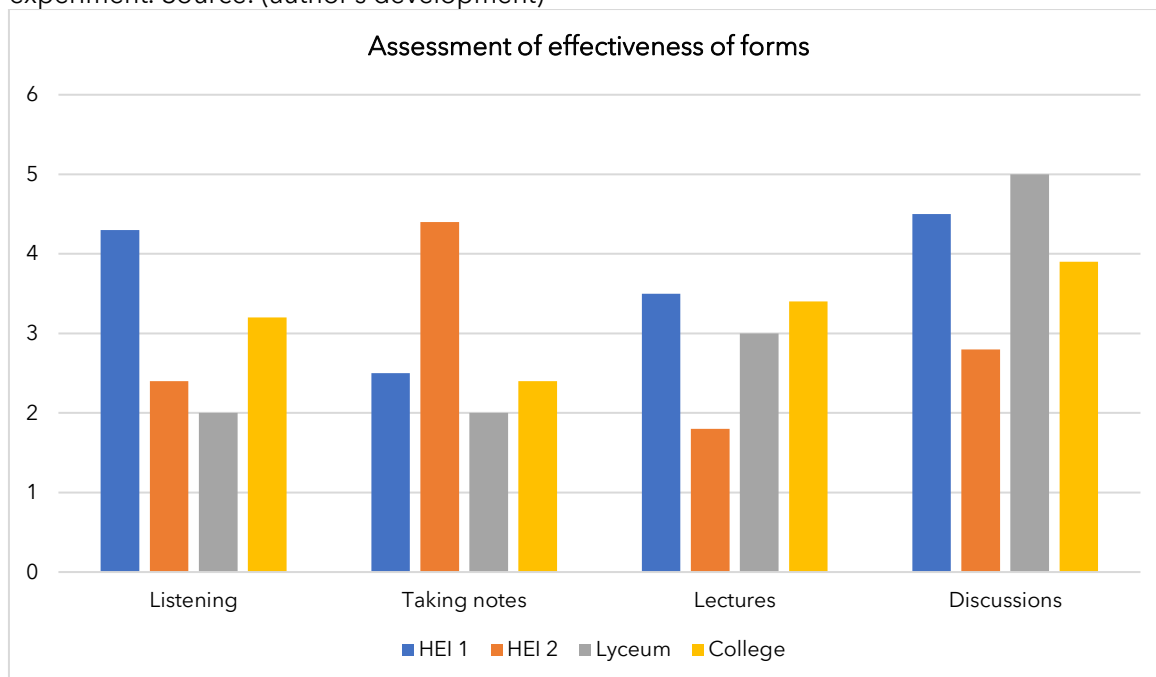
| No | Approaches                    | Definitely not effective (%) | Ineffective (%) | Effective (%) | Very effective (%) |
|----|-------------------------------|------------------------------|-----------------|---------------|--------------------|
| 1  | Literary approach             | 10                           | 36              | 32            | 22                 |
| 2  | Moral and humanistic approach | 0                            | 30              | 52            | 18                 |
| 3  | Historical approach           | 3                            | 27              | 48            | 22                 |
| 4  | Cultural approach             | 2                            | 28              | 45            | 25                 |
| 5  | Psychological approach        | 12                           | 23              | 52            | 13                 |

Source: Search data.

At the initial stage, the confidence of the majority of respondents in the effectiveness of the proposed methods of studying the literature is the priority one. This indicates the expediency of their application as a single set; this also will allow students to see a more holistic “picture of the life of the text” in certain discursive practices and as a purely linguistic and stylistic fact, in particular.

At the second stage, in the process of learning world literature, respondents assess the forms of learning, and determine which of them they consider the most useful and interesting (Figure 1). Respondents were offered the following forms to choose from, namely: listening, taking notes, lectures and discussions. The assessment was based on a five-point scale, where the highest score was 5 points and the lowest was 0.

**Figure 1.** Assessment of the effectiveness of various forms of education. Stage II of the experiment. Source: (author’s development)

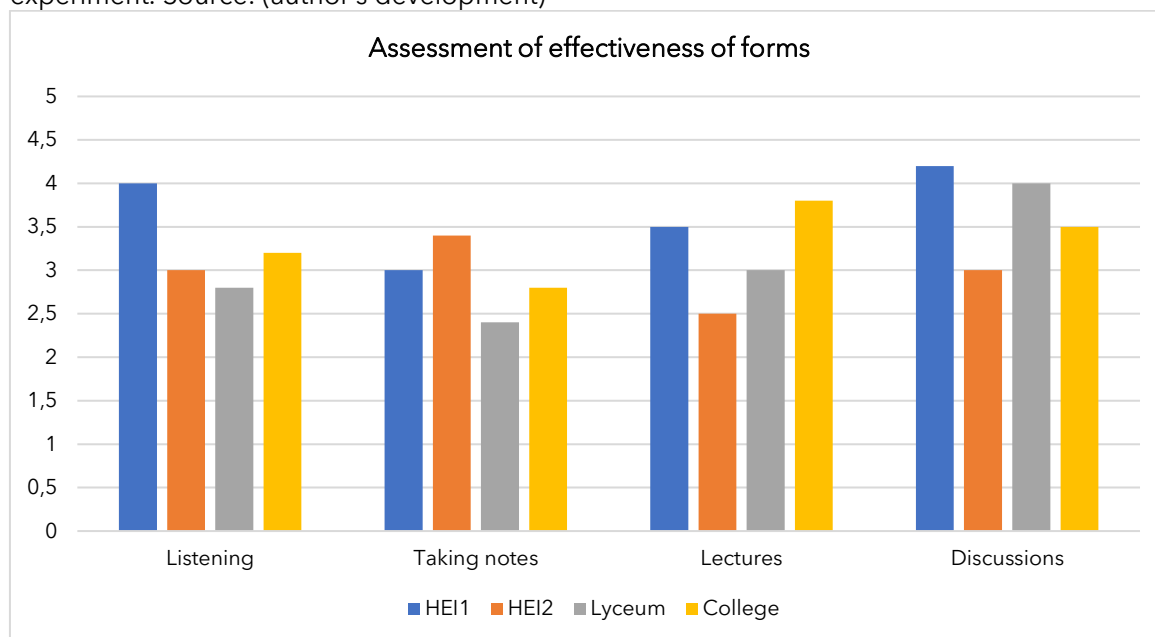


Source: Search data.

According to the results of the survey conducted, most of the preferences of lyceum and college students belong to the consideration, discussion. Students, firstly, see the forms of learning as a complex, without making a significant difference between them, and secondly, prefer active communication, heuristics as a way through the discussion of finding the core content, themes, and images in literary works. According to Figure 1, students of HEI 1 prefer listening and discussions in the structure of the discipline, students of HEI 2 consider summarizing as a priority, putting the fixation of information at the core of the study of world literature for its further assimilation and retransmission.

Stage III. At the final stage of the experiment, a final survey was conducted in order to assess the effectiveness of various forms of teaching world literature. Listening, taking notes, lectures and discussions were again offered to be chosen by the students. The assessment was also performed on a five-point scale. Students of Kharkiv National University named after V. Karazin (Kharkiv, Ukraine) - HEI 1, and students of the University of Economics and Law "KROK" (Kyiv, Ukraine) - HEI 2.

**Figure 2.** Assessment of the effectiveness of various forms of education. Stage III of the experiment. Source: (author's development)



Source: Search data.

The final results have revealed that the use of integrated methods of teaching world literature, the use of various forms of learning, positively assessed by participants in the educational process, harmonizes the process of studying literature and contributes to a balanced assessment of different forms of educational material. For instance, lyceum students prefer discussion, but the positive attitude towards listening and lectures has increased by an average of 4%. In our opinion, the application of various modern approaches to the analysis of a literary work helps students understand the need to use a wider range of analytical tools for effective analysis and understanding of the text.

Students of higher educational institutions (HEI 1) also changed their attitude to listening and discussion (their share decreased by 2%), while the attitude to notes and lectures increased positively (increased by 2%). HEI 2 also increased the positive attitude towards the lecture, as well as listening, while the share of taking notes and discussions slightly decreased. In our opinion, a comprehensive approach to the study of world literature contributes to understanding of the diversity of cultures, ways of thinking and translation of ideas and author's viewpoints. In order to cover the whole array of knowledge and content it is necessary to turn to the theoretical basis of the topic being studied, as well as to increase attention to the language of literary works. This is precisely why an understanding of the need to study theoretical material and foreign languages has arisen, as well as attention to lecture

material as a consultative source and the accumulation of research experience. A survey was also conducted in order to assess the effectiveness of educational approaches to world literature from the point of view of pupils and students. All respondents were perceived as 100%.

**Table 2.** Assessment of the effectiveness of educational approaches to studying world literature (author's development).

| No | Approaches                    | Definitely not effective (%) | Ineffective (%) | Effective (%) | Very effective (%) |
|----|-------------------------------|------------------------------|-----------------|---------------|--------------------|
| 1  | Literary approach             | 8                            | 38              | 34            | 22                 |
| 2  | Moral and humanistic approach | 0                            | 28              | 45            | 28                 |
| 3  | Historical approach           | 3                            | 25              | 40            | 32                 |
| 4  | Cultural approach             | 2                            | 27              | 41            | 30                 |
| 5  | Psychological approach        | 9                            | 23              | 50            | 18                 |

**Source:** Search data.

On average, the rejection of approaches to the study of literature decreased by 2%. The number of respondents who considered modern approaches to the study of world literature very effective increased by an average of 5%.

## DISCUSSION

Farjana, K. M. A. (2016), Senthilkumar, V., Kannappa, R. (2017) investigated the issues of independence and motivation of high school students and university students towards learning world literature by using a set of modern approaches. The present research has confirmed the thesis about the positive attitude of respondents to the introduction of new methods and integrated approaches to learning. This is evidenced by an increase in the positive attitude by an average of 5% towards the introduction of a comprehensive modern approach to learning; the desire for harmonious and multi-vector study of world literature shows the motivation of high school pupils and university students to learn effectively.

In a number of works (PURANIK, 2020; KIRALY, 2015; WEINBERG, SYMON, 2017) related to the development of modern innovative teaching methods and adaptation of higher education to modern conditions, it has been indicated that the majority of students prefer interactive teaching methods, integrated approaches (JAYASHREE, 2017), involvement in various forms of practical activity, the creative process (MASON, 2006). Our research has confirmed that students prefer discussion as well as listening and lecturing. Over the course of the experiment, the focus on informativeness, the usefulness of teachers' comments and notes has increased, and the attention to lecture material and listening also has increased by 5%. In general, students were motivated to study literature and language.

The development of student-centered and comprehensive approaches to the study of world literature remains a promising direction, taking into account assessments of the quality and effectiveness of the teacher's work by students.

## CONCLUSION

The research has revealed that in the modern educational space of Eastern European universities, the active process of introduction of modern methods of teaching world literature is taking place, as well as consideration of this subject as a part of the general global educational complex. According to the results of the research conducted, a comprehensive approach to the application of modern methods of teaching world literature is positive and effective, forasmuch as it forms the motivation for deep and comprehensive study of world literature as a linguistic phenomenon, cultural phenomena, art traditions, manifestation of cultural diversity. The participants of the experiment were more positive towards different forms of learning, namely: taking notes and lectures as well as discussion and listening. High school pupils perceive all components of the educational process, namely: exchange of ideas, discussion, lecture and listening, as a set of forms that promotes better retention of material, the study of world literature.

A variety of educational activities and methods contributes to the comprehensive assimilation of world literature. In the future, the materials of the present research may serve for further



developing of integrated approaches in the methodology of teaching world literature as a modern trend, characteristic of many advanced teaching methods. It will be useful to improve the professional level and methodological skills of teachers of foreign languages and literature in the context of using a set of modern methods for the style of teaching world literature. This approach will make it possible to explore the algorithm for compiling the curriculum, which will primarily take into account the interests of students in achieving the most effective ways of learning world literature. Further developments in the field of diversification and effective synthesis of different approaches to the analysis of literary works will allow not only studying factual material, but also mastering foreign languages, better navigating within the cultural, mental and artistic features of the peoples of the world.

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### Modern approaches to methods of teaching world literature

Abordagens modernas para métodos de ensino da literatura mundial

Acercamientos modernos a los métodos de enseñanza de la literatura del mundo

#### Resumo

The purpose of the academic paper is to establish the effectiveness and students' assessment of the integrated approach used in the study of world literature for high school students and university students. The research methodology provided for the use of qualitative and quantitative approaches; the experimental method is the basic one in the research; the methods of questioning and observation have been also used. The result of the research is proving the prospects and effectiveness of the introduction of complexity in the methodology of teaching world literature, forasmuch as this approach contributes to the formation of a student-centric environment in the modern educational space of Europe. Studying the effectiveness of modern methods of learning literature is promising due to the fact that these methods can be used comprehensively in order to intensify the study foreign languages in the context of world literature as well as national cultures, in particular.

**Palavras-chave:** Literatura mundial. Ensino médio. Ensino secundário.

#### Abstract

The purpose of the academic paper is to establish the effectiveness and students' assessment of the integrated approach used in the study of world literature for high school students and university students. The research methodology provided for the use of qualitative and quantitative approaches; the experimental method is the basic one in the research; the methods of questioning and observation have been also used. The result of the research is proving the prospects and effectiveness of the introduction of complexity in the methodology of teaching world literature, forasmuch as this approach contributes to the formation of a student-centric environment in the modern educational space of Europe. Studying the effectiveness of modern methods of learning literature is promising due to the fact that these methods can be used comprehensively in order to intensify the study foreign languages in the context of world literature as well as national cultures, in particular.

**Keywords:** World Literature. High School. Secondary education.

#### Resumen

El propósito del trabajo académico es establecer la efectividad y la evaluación de los estudiantes del enfoque integrado utilizado en el estudio de la literatura mundial para estudiantes de secundaria y universitarios. La metodología de investigación proporcionó el uso de enfoques cualitativos y cuantitativos; el método experimental es el básico en la investigación; también se han utilizado los métodos de interrogatorio y observación. El resultado de la investigación está demostrando las perspectivas y la eficacia de la introducción de la complejidad en la metodología de la enseñanza de la literatura mundial, en la medida en que este enfoque contribuye a la formación de un entorno centrado en el estudiante en el espacio educativo moderno de Europa. El estudio de la eficacia de los métodos modernos de aprendizaje de la literatura es prometedor debido al hecho de que estos métodos se pueden utilizar de forma integral con el fin de intensificar el estudio de las lenguas extranjeras en el contexto de la literatura mundial, así como las culturas nacionales, en particular.

**Palabras-clave:** Literatura mundial. Escuela secundaria. Enseñanza secundaria.