

LECTURE 1 METHODS OF TEACHING FOREIGN LANGUAGE LITERATURE AND ITS RELATION TO OTHER SCIENCES

Plan

1. Methodology is as a theory of teaching foreign language literature
2. Links of methods with pedagogics
3. Connection of teaching foreign language literature with other sciences
4. Linguistic prerequisites for teaching foreign language literature
5. Methods of teaching foreign language literature is closely related to Physiology. Methods of teaching foreign language literature is understood here as a body of scientifically tested theory concerning the teaching of foreign languages in schools and other educational institutions.

It covers 3 main problems:

1. aims of teaching a foreign language
2. content of teaching, i.e. what to teach to attain the aims.
3. methods and techniques of teaching , i.e. how to teach a foreign language to attain the aims in the most effective way.

Methods of teaching foreign language literature is closely related to other sciences such as pedagogics, psychology, physiology, linguistics and some others. Pedagogics is the science concerned with the teaching and education of the younger generation. To study literature one must know pedagogics. One branch of pedagogics is called didactics. Methods, as compared to didactics, studies the specific ways of teaching a definite subject. F.eg. the so called ‘principle of visualization ‘ was the first introduced in teaching for. Lang-s.

Literature teaching methodology is one of the most important subjects for a philology student. In the process of teaching the methodology of teaching literature, the future philologist studies various methods and techniques for faster and deeper mastering of the content of works of art and gets acquainted with the peculiarities of mastering literary knowledge, skills and abilities by students.

The methodology of teaching literature is a pedagogical science, the subject of which is the social process of educating students in literature as an academic subject

and the task of which is to discover the laws of this process in order to better guide it (according to Z. Yu. Rez).

The main tasks of the methodology of teaching literature as a science:

- definition, in accordance with the requirements of the present, the goals, specifics, content and volume of the school literature course;
- study and description of the most effective methods and techniques for a faster, more thorough and deep mastering of works of art in the unity of content and form;
- development of questions about the conditions and ways of successful assimilation by students of certain knowledge, abilities and skills in literature
- formation of a new type of relationship between teacher and student, preparation for creative search and for the independence of student judgment;
- the discovery of such patterns of teaching literature, which are not limited to literary, didactic and psychological.

The subject of the methodology of teaching literature is the social process of educating students in literature as an academic subject, the task of which is to discover the laws of this process with the aim of a deeper correct guidance of it.

Key research methods in teaching literature are:

- method of visualization;
- method of mass survey;
- method of targeted observation;
- method of experiment;
- method of practice.

The visualization method is used to massively test the completeness, conscientiousness and strength of knowledge, skills and abilities of students. Quantitative and qualitative criteria are being developed to assess the responses.

The method of mass survey can, to a certain extent, state the level of knowledge, achievements and shortcomings of teaching, but cannot indicate the reason for the successes and gaps in knowledge of students.

The method of purposeful observation contributes to a detailed study of the course of the pedagogical process in accordance with the problem and hypothesis posed by the researchers. The researcher develops a system of knowledge, taking into account

the conditions that facilitate and hinder the achievement of the goal, as well as the criteria for testing learning outcomes; at the same time, one-time sections are held at certain moments, showing the level of perception and assimilation by students of educational material or their development, abilities and skills, as well as other forms of accounting (oral and written surveys, diary entries, etc.).

The experimental method is close to the observation method. But an experiment is characterized by significant changes in the content and methods of teaching and the comparison of two or more ways to solve the problem. An accurate record of the course of classes should be carried out both in the experimental and in the control class or group.

The practical method is a method aimed at conveying ideas, methods of implementation, products and / or results of the experience of innovation to students and exploring ways to develop the literary abilities of students on the basis of information and communication technologies. Practice can exist and be carried out in two main forms - as a constantly ongoing activity or as a special project specially allocated within the framework of a general project.

Interaction of FLT with related subjects:

- Didactics (learning theory) is closely related to the methodology that is part of the pedagogical skills system.
- Literary criticism is a science that studies the characteristics of fiction and its development; it determines the specific content of the MPL.
- Aesthetics - the science of the nature and laws of the aesthetic development of efficiency. The technique greatly contributes to the aesthetic perception of the individual.
- Psychology - studies the patterns of development of the psyche. MPL relies on its data and concepts.
- Linguistics explores the features of the language. And language is the first element of literature.
- History is related to methodology, as a language teacher must deeply know history. For example, psychologist P.K. Zinchenko proved that in learning a subject both voluntary and involuntary memory is of great importance. In his investigation of involuntary memory he came to the conclusion that this memory is retentive. Consequently, in teaching a foreign language we should create favourable conditions for involuntary memorizing. P.K. Zinchenko showed that involuntary memorizing is

possible only when pupils' attention is concentrated not on fixing the material in their memory through numerous repetitions, but on solving some mental problems which deal with this material. Experiments by prominent scientists show that psychology helps methods to determine the role of the mother tongue in different stages of teaching:

- the amount of material for pupils to assimilate at every stage of instruction.
- the sequence and ways in which various habits and skills should be developed the methods and techniques which are more suitable for presenting the material and for ensuring its retention by the pupils, and so on.

Methods of teaching foreign language literature has a definite relation to physiology of the higher nervous system.

According to Pavlov habits are conditioned reflexes, and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. If we thoroughly study the theory of conditioned reflexes we shall see that it explains and confirms the necessity for frequent repetitions and revision of material pupils study as one of the means of inculcating habits. Pavlov showed that man's higher nervous activities – speaking and thinking – are the functions of a special system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the second signalling system. Consequently one of the forms of human behaviour is language behaviour. i.e. speech response to different communication situations.

Therefore, in teaching a foreign language we must bear in mind that pupils should acquire the language they study as a behaviour as something that helps people to communicate with each other in various real situations of intercourse. Hence a foreign language should be taught through such situations.

- Methods of teaching foreign language literature is most closely related to linguistics, since linguistics deals with the problems which are of a paramount importance to Methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary and many others. Methods successfully uses for example, the results of linguistic investigation in the selection and arrangement of language teaching. Teaching materials have been prepared by linguistics and methodologists of the structural school. Many prominent linguists have not only developed the theory of linguistics but tried to apply it to language teaching.

Questions: (Use your experience as a learner to answer these questions if you are not yet teaching.)

Do you agree that successful English teachers usually the main tasks of FLT?

Do you agree that they give much more time to practice than to explanation?

Recommended Literature:

1. Gower, R., D. Phillips, and S. Walters. 1995. Teaching Practice Handbook (2nd edn.). Oxford: Heinemann.
2. Harmer, J. 1991. The Practice of English Language Teaching (2nd edn.). Harlow: Longman.
3. Scrivener. 1994. Learning Teaching. Oxford: Heinemann.
4. Ur, P. 1996. A Course in Language Teaching. Cambridge: Cambridge University Press