

SOME PROBLEMS OF TEACHING FOREIGN LITERATURE AT SCHOOL

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Abstract: *This article is aimed at solving the problems and shortcomings of teaching foreign literature in schools. At the present stage of development of society, there is a need to update the content of humanitarian education; this need is caused, in part, by the transition to an information civilization.*

Keywords: *Foreign literature, school literature, education, English language, teaching problems.*

The main problem of teaching foreign literature at school is that at present a very small place is allocated to foreign literature in the school course; in some school programs it is not provided for at all. At the same time, it is impossible to do without foreign literature at school, if only because it inevitably becomes part of the range of children's and adolescent reading. The teacher must guide students not only in class, but also in home reading.

The program is a document on the basis of which the process of literary education in school is carried out. In school practice, programs certified by the Ministry of Education are used.

1) Explanatory note, which defines the goals, objectives, principles of teaching, the principle of constructing the program and characterizes the stage of literary education. 2) Program for a specific class. Inside the program: sections, topics, annotations. 3) Inside each section there is a section on literary theory. 4) Each section contains works for independent reading.

Having analyzed school literature programs, we came to the conclusion that in the vast majority of literary education curricula, foreign literature is presented, albeit in different volumes. At the same time, when selecting works of foreign literature, the authors of the programs were guided by the following principles: the degree of popularity of the works of a foreign writer among the Uzbek reading public at different times and the nature of interaction with Uzbek literature. The selection of material for school study of foreign literature should not be limited only to these principles.

The problem of "Man and his actions" should be at the center of the study of literature. Analysis of programmatic works should consider the teenager's attitude to the world of adults, to work, nature, and art. Literary theory must unify ideas about the internal structure of a work of art. When studying epic and lyric poetry, it is necessary to set a goal: to distinguish the individual world of the writer. It is also necessary to include in the program works of modern foreign teenage literature, which is so close to today's students. Often teenagers read what is popular, what is fashionable, what has a beautiful cover, without thinking about the benefits of reading. The teacher needs to introduce teenagers to worthy modern works, thereby instilling aesthetic taste. To this end, it would be reasonable to include extracurricular reading lessons in the school curriculum.

We offer some works by modern foreign authors that can be used as material for study in the classroom. For example, for the sixth grade you can include the following works: Anna Gavalda "35 kilos of hope", Maria Parr "Waffle Heart", Daniel Pennac "Eye of the Wolf", etc. In the heroes of these works, modern teenagers will be able to see themselves, their problems and their paths solutions. This is why they will be interesting to students.

The main contradiction in modern education is due to the fact that humanity accumulates knowledge at a high speed, but an individual does not have time to assimilate and process it. During

the school years, it is all the more difficult for a student to master what has been accumulated by humanity over many centuries, because every year the volume of knowledge is growing. While remaining knowledge-centric, the school, nevertheless, over the past two decades has been trying to solve this problem in different ways: by introducing profiles in high schools, reducing the hours for studying the humanities, simplifying the content of educational material, removing subjects, mainly humanitarian ones, from mandatory. It does not take into account that within the framework of the moribund knowledge-centric paradigm, this problem is unlikely to be successfully solved. The most convincing confirmation of this is the introduction of a concentric approach to studying the school literature course, which led to a sharp overload of literature programs in high schools. The number of hours for studying literature is limited, but there are many texts for study, and all of them are of considerable size. Therefore, even if you double or triple the hours on literature, students will still not be able to read the entire plethora of texts. Moreover, most literature teachers do not take the problem of literary development of students in the middle grades seriously.

“Real” work with a work of art, in their opinion, begins only in high school, when the mature student “understands what it means to analyze a text.” Maybe he understands, but he doesn’t know at all how to do it and why, because he wasn’t told about it before and wasn’t taught it. We are convinced that it is from the 5th to the 8th grade that a literature teacher should teach a child to enjoy reading, feel and see the literary word, and should help reveal to the little reader the secrets of creating a literary text. After all, high school students, due to lack of time, often lose any desire to start reading, while in the school curriculum, authors replace each other with an interval of two or three lessons. In addition, the volume of material is quite large, and at such a speed of studying it, the student does not have the opportunity to delve deeper into the literary text in order to feel its originality, understand the author’s point of view, and immerse himself in the emotional and valuable artistic world. The concentric approach has exacerbated the growing reading crisis. Knowledge blocks understanding. Having not yet become a reader in middle school, a high school student no longer becomes one.

We see the solution to pressing problems in teaching literature at school in a change in the educational paradigm. We believe that the knowledge-centric paradigm should be replaced by a culture-appropriate paradigm. This paradigm will entail fundamental changes in structure, content, organization and technology. And in this context, literature, without pretending to be all-inclusive, can try to fulfill its main goal in school - “the development of a person as an individual and the education of a person of culture, or, in other words, the development of individuality as a subject of culture” (V.P. Zinchenko). At the same time, the very content of educational material on literature and its structuring requires a methodologically new approach. Let us immediately make a reservation that any approach to the study of literature - precisely because of its versatility, complexity and volume - is vulnerable, therefore the path we propose is not the only correct one.

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