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Integrating World Literature Content and Teaching Methods into a Single Academic Discipline within the Professional Training of Teachers

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Abstract. *The article outlines the issue of combining a course in world literature with the methods of teaching it within a single academic discipline. It justifies the feasibility of an integrated approach in the professional training of teachers, outlines scientific approaches to studying this issue, and provides specific examples of the integration of world literature content and teaching methods within a single academic discipline.*

Keywords: *world literature, teaching methods, integrated course, teachers' professional training, competence approach.*

Modern system of higher pedagogical education is focused on training teachers who not only have in-depth subject knowledge, but also effectively apply it in teaching

practice. In this context, the issue of integrating the course of world literature and its teaching methods becomes relevant, since the traditional separation of these disciplines does not always ensure the development of a comprehensive professional competence in a future teacher.

The problem of combining the content of literary education and the methods of its teaching has a solid scientific basis. Ukrainian methodologists I. Bogdanovich, O. Likhachov, T. Shevchuk, and L. Ulyankin considered world literature lessons as a holistic pedagogical system in which literary analysis is organically combined with teaching methods [1; 7, p. 50]. Studies of M. Doyle, H. Gardner, and J. Tompkins emphasize the need to integrate the content and procedural components of literature teaching, which contributes to the development of reading reflection, critical thinking, and metacognitive skills of future teachers [2, p. 621; 6]. Scientists agree that a literature teacher should act not only as a bearer of knowledge, but also as a facilitator of interpretive activity.

The purpose of this research is to justify the feasibility of integrating a course on world literature and methods of teaching it within a single academic discipline and to identify practical ways of implementing this approach in the professional training of future teachers.

An integrated course of world literature and methods of teaching it involves the simultaneous acquisition of literary knowledge and teaching skills by students. Thus, a good practice of the integrated approach implementation is the combination of one topic from the course of World Literature Teaching Methods and one topic from the course of World Literature. Here is an example of how it is implemented at Khmelnytsky National University (Ukraine) within professional training of world literature teachers. The course on World Literature Teaching Methods includes the following topics: World Literature Teaching Methods as a scientific and academic discipline; Professional activity of a world literature teacher in the context of the educational process; Contextual teaching of literary disciplines; Interactive methods of teaching literary disciplines; Teaching aids and instruments for world literature study; Methods of teaching world literature; Ways of analysing and interpreting texts; Ways of studying literary works in their generic specificity; Organization of students' independent study. Forms and methods of assessing students' knowledge of world literature.

The study of each of these topics is linked to a specific topic in World Literature. Here is an example. Within the topic "Contextual teaching of literary disciplines" students are lectured on the concept of contextual learning and various forms of contextual lectures (problem-based, visual, paired lectures, lectures with planned mistakes, and press conference lectures), as well as seminars (discussion seminars and

research seminars). This material is presented and taught based on the world literature topic “British Renaissance Literature: Thomas More, Edmund Spenser, William Shakespeare. Characteristics of the Literature of Queen Elizabeth’s Era.” All the examples during the lecture in teaching methods are related to this topic. Besides, the independent assignment of students (their homework) is based on the flipped classroom method: students have to independently study the lecture material in British Renaissance Literature and think about forms of contextual learning (lectures and seminars) which would be appropriate for teaching this topic. Basically, they have to design a contextual lecture and a seminar that would be effective for teaching the topic in world literature. During the next practical class, they present their ideas which are discussed together by the teacher and other students. Actually, practical classes are conducted in the form of debates and discussions. As a result of this approach, students can consolidate both knowledge in world literature and teaching methods.

The advantages of the integrated approach is that while studying a literary work, attention of students is focused not only on its ideological and artistic features, but also on the didactic potential of the text, the possibilities for its interpretation, and the selection of effective methods and forms of the material learning. In the process of studying literary works, students not only analyze the conflict, system of images, and symbolism, but also develop lesson fragments using problem questions, discussions, and comparative analysis [3]. The analysis of novels is combined with designing tasks aimed at organizing discussions of moral and ethical dilemmas and developing students’ ability to prove their own position.

An important component of the integrated course is the completion of practice-oriented tasks: creating teaching portfolios, modeling lessons for different age and level groups, and selecting formative assessment techniques. Such activities contribute to the development of professional reflection in future teachers and their awareness of the relationship between literary theory and pedagogical practice [4].

Thus, it can be concluded that the integration of world literature course and its teaching methods within a single academic discipline ensures the organic unity of subject knowledge and professional and pedagogical skills of future teachers; allows students not only to interpret a work of art, but also realize the didactic potential of literature at different stages of learning; transforms academic knowledge of the history and theory of literature into pedagogical strategies, techniques, and teaching methods; promotes the development of professional reflection, since each literary work is considered through the prism of questions: how to teach, what methods are appropriate, what is the value potential of the text; implements a problem-based thematic approach, where the study of literary eras, trends, and authors is accompanied by an analysis of

the appropriate methods for teaching them; implements the principle of practical orientation, which is ensured by the completion of teaching tasks (developing lesson fragments, selecting methods of text analysis, modeling learning situations based on specific literary works); corresponds to the competency-based approach, as it develops the subject-specific, methodological, communicative, and cultural competencies of future teachers; contributes to the elimination of duplication of content between theoretical and methodological disciplines in the professional training of literature teachers [5, p. 112-114].

Therefore, combining a course in world literature and methods of teaching it within a single discipline is appropriate and pedagogically sound. The integrated approach ensures the development of the future teacher's comprehensive professional competence, optimizes the educational process, and meets the requirements of the competency paradigm of modern education.

We see prospects for further research in the development of models of integrated courses and their experimental testing in the system of higher pedagogical education.

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