

RECOMMENDATIONS ON THE TEACHING METHODOLOGY OF EXAMPLES OF WORLD LITERATURE IN GENERAL EDUCATION SCHOOLS

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ABSTRACT

This article emphasizes the importance of cultural diversity and interdisciplinary approaches, and talks about creating an effective methodology for teaching World Literature in secondary schools. The research includes the analysis of literature, different methods of teaching and their influence on student engagement and understanding. The results highlight the advantages of a holistic approach and contribute to a deeper understanding of global perspectives. A discussion section explores challenges and opportunities, leading to insightful conclusions and suggestions for educators.

Keywords: world literature, secondary education, teaching methodology, cultural diversity, interdisciplinary approaches, integration.

INTRODUCTION

World literature offers a gateway to different cultures, perspectives, and historical contexts. In an interconnected world, secondary schools must adopt effective methodologies that not only foster a love of literature, but also foster global thinking. This article explores innovative ways of teaching World Literature, emphasizing the importance of cultural diversity and interdisciplinary approaches in the secondary education curriculum.

LITERATURE ANALYSIS AND METHODOLOGY

Before delving into methodology, it is important to recognize the richness and depth of World Literature. In Rumi's poetry or Shakespeare's works, the variety of genres, worldview of authors, and cultural differences are noticeable, so the creation, acceptance, and analysis of fiction literature are also different among peoples from the point of view of nationality, mentality, and faith. Qualities like these create a foundation for literature review and for teachers to design curriculum that resonates with students and meets educational goals.

DISCUSSION AND RESULTS

When talking about the methodology of teaching examples of world literature in general education schools, it is appropriate for the teacher to follow the following in order to show a high result in mastering the subject.

Cultural Immersion through Texts: Choosing texts from different cultures is a fruitful way to immerse students in different worldviews. This approach fosters empathy and a deeper understanding of global perspectives.

Interdisciplinary connections – Incorporating other subjects such as history, geography, and sociology into literature classes is another important factor. This interdisciplinary approach not only enhances understanding, but also demonstrates the interconnectedness of knowledge.

Multimedia participation: use of multimedia resources such as documentaries, interviews with authors and theatrical adaptations. Research shows that visual and auditory stimuli enhance understanding and make the learning experience more engaging.

Student-centered discussions: encourage open discussion, reflection, and collaborative projects. Not only does it promote critical thinking, but it also provides a platform for students to express themselves and learn from their peers.

Teaching World Literature in secondary schools involves a combination of different methodologies to engage students and develop a deeper understanding of different cultures, historical contexts and literary styles. There are wide ranges of approaches here. Including

• **Selection of different texts:**

- Choose a variety of texts from different regions, periods and literary genres to reflect the richness and diversity of world literature;
- Include works from different cultures and ethnicities in order to provide them with a comprehensive perspective.

• **Thematic units:**

- Dividing the curriculum into thematic units that explore universal themes such as love, identity, conflict, etc;
- Connect texts within each unit to facilitate comparative analysis and discussion;

• **Multimodal resources:**

- Include multimedia resources such as films, documentaries, and visual arts to enhance students' understanding of the cultural and historical context of literature.

• **Cultural context:**

- Provide information about the cultural, historical, and social contexts of each text to help readers better understand the nuances of the work;

• **Literary analysis:**

- To teach students to analyze literary elements such as plot, character, theme, symbolism and style;
- Encourage critical thinking and debate through Socratic workshops, group discussions, and written assignments.

• **Comparative analysis:**

- Encourage students to identify commonalities and differences in themes, characters, and writing styles, and develop comparative analysis of texts from different cultures or periods.

• **Author studies:**

- Studying the works of great authors of different regions and periods. Discuss their unique contributions to world literature and the impact of their writings on global literary traditions.

- Cultural projects:

- Assigning projects that require students to study cultural aspects of literature, such as studying historical events, traditions, and social norms depicted in texts.

- Add technology:

- Using online platforms, digital resources, and literary apps to engage readers in interactive learning experiences, virtual author interviews, or online book discussions.

- Creative assignments:

- Encourage creative expression through assignments such as writing original works inspired by the works studied, creating visuals or even performing dramatic interpretations.

- Critical discussions:

- Facilitating discussions on sensitive topics presented in literature, promoting empathy, cultural sensitivity and open-mindedness among students.

- Evaluation and Feedback:

Implement a variety of assessment methods, including essays, presentations, projects, and exams, to determine student understanding of the material;

- Provide constructive feedback to improve literary analysis and critical thinking skills.

Using a combination of these methodologies, educators can create a dynamic and engaging World Literature curriculum that promotes cultural awareness, critical thinking, and a love of diverse literary traditions.

Although the results are promising, issues such as resource limitations and standardized testing pressures need to be addressed. In addition, it can be demanding to adapt teaching methods to different learning styles. However, the benefits of a more engaging and globally aware learning experience outweigh these challenges.

CONCLUSION

In conclusion, the methodology of teaching World Literature in secondary schools has proven to be effective in developing cultural awareness and interdisciplinary understanding. In order to further improve this approach, it is necessary for teachers to continuously improve their skills. Collaborative efforts between schools, curriculum developers and policy makers can also contribute to the successful integration of these methodologies into mainstream education. In addition, the following suggestions and recommendations can be given to teachers of mother tongue and literature science working in schools:

Explore the long-term impact of the methodological recommendations listed above on students' global perspectives and career choices;

Explore the potential integration of technologies such as virtual reality in enhancing the immersive experience of studying world literature;

Knowing the effectiveness of teacher training programs aimed at introducing different teaching methods in secondary literature classes;

Accepting these proposals and based on the discussed methodical considerations, teachers of general secondary schools, in addition to deeply appreciating the rich experiences of world

literature, will help them get to know the masterpieces of world literature, analyze the works, in the future these works may continue to inspire research related to this field.

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