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# DEFINING THE ISSUES AND SUGGESTIONS OF TEACHING LITERATURE AT THE PHILOLOGY FACULTIES

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**Abstract:** The article is about the problems and contradictions of teaching literature at the philology faculties and several suggestions to them.

**Key words**: Intercultural approach, educational disciplines, linguodidactic potential of a literary text, communicative competence, literary text.

The successful formation of the communicative competence of students of a language university is possible in language teaching classes organized on the basis teaching of the educational areas "foreign language and "literature". The integrated part of both educational fields includes theoretical and literary concepts, a literary text and its analysis, which together form a polysystem representation of fiction. The cognitive activity of students in home reading classes should be aimed at identifying and analyzing semantic, aesthetic, linguoculturological and linguistic information, which will contribute to a deep penetration into the foreign cultural meanings of a literary text and the formation of a competent, literaturally prepared reader - an effective intercultural communicant (Benton, M. 1993).

All of the above indicates that the theory and practice of teaching foreign language communication in a language university has a number of contradictions. Among them, the most important are the contradictions between:

- the social order for the training of a teacher who is able to implement an intercultural approach to teaching a foreign language in a language university, and the insufficient use of the integration potential of educational disciplines that have linguistic and cultural dominants of the content of teaching in a language university;
- awareness of the need for a more consistent implementation of an integrated approach to teaching a foreign language and literature and its insufficient theoretical and technological development;
- linguodidactic potential of a literary text as an artifact of culture for the development of students ' communicative competence and insufficient use of this potential in home reading classes.

Taking into the consideration the above-mentioned contradictions may provide theoretical and experimental substantiation and development of a methodology for teaching of a foreign language (English) and foreign literature in the second year of a language university. According to Benton, M. and Fox, G. (1985) preventing those difficulties may lead to the the assumption that the formation of students' communicative competence in home reading classes will be effective within the framework of integrated teaching of English and foreign literature, which assumes as the most important conditions:

- mastering the basics of literary interpretation of a literary text by students as a means of adequate perception, deep penetration into foreign cultural meanings, systematization and interiorization of the corresponding foreign cultural specifics of a foreign-language work of art;
- organization of the process of reading foreign-language fiction as a study of its semantic, aesthetic, linguoculturological and linguistic information.

Analyzing the former researchers such as Doughty, C. and Williams, J. (1998) will certainly lead to the formulation of the following tasks to the teachers while getting ready for the literature lesson:

1.  To investigate the degree of study of the problem in literary, psychological, linguistic and methodological literature and to reveal the essence and principles of integration of a foreign language and foreign literature in a language university;
2.  To clarify the role of a literary text as the most important means of forming communicative competence from the point of view of its potential for the formation of a competent literary reader-an effective intercultural communicant;
3.  To identify and study the linguistic and didactic aspects of integration in education and to determine the content of the general integrated component of the educational areas "foreign language" and "literature";
4.  Highlight and reveal the integrated objects of information in the literary text;
5.  Develop a methodology for integrated teaching of a foreign language and literature;
6.  To check the effectiveness of the proposed methodology during educational training.

Therefore, it should be noted that following matters are to be taken into the consideration while teaching literature at philology faculties:

-   the specifics of integrated teaching of a foreign language and foreign literature as one of the conditions for the formation of the communicative competence of students of a language university-future teachers of a foreign language must be deeply taken into the consideration;
-   the integrated part in the educational areas "foreign language" and "literature" must be identified;
-   the necessity of identifying semantic, aesthetic, linguoculturological, linguistic information in an authentic literary text as objects of purposeful study within the framework of integrated development of the educational areas "foreign language" and "literature" must be theoretically and experimentally justified (Barnett, M. A. 1991).

In conclusion, to solve the contradictions and achieve prosperous results from the students of language university, both theoretical and practical aspects of teaching literature should be taken into the consideration. For this, the above-mentioned suggestions may be good point and other teaching methods could be developed for the future benefit of the students.

**The list of used literature:**

1.  Barnett, M. A. (1991) Language and literature. ADFL Bulletin22 (3): 7–11.
2.  Benton, M. (1993) Reading and Teaching Literature. Centre for Language Education, University of Southampton, Occasional Paper 13.
3.  Benton, M. and Fox, G. (1985) Teaching Literature. Nine to Fourteen. Oxford: Oxford University Press.
4.  Doughty, C. and Williams, J. (eds.) (1998) Focus on Form in Classroom Second Language Acquisition. Cambridge: Cambridge University Press.