

CHALLENGES AND SOLUTIONS IN TEACHING ENGLISH LITERATURE TO HIGH SCHOOL STUDENTS

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Samarqand viloyati Narpay tumani 4-umumiy o'rta ta'lim maktabi Ingliz tili
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Annotation: This article addresses frequent problems that teachers have when instructing high school pupils in English literature and offers workable answers. The requirement for strong critical thinking abilities, complicated textual language, unknown historical and cultural backgrounds, and low student participation are some of the main obstacles. The essay makes recommendations for tactics including relating subjects to students' own experiences, progressively expanding vocabulary, providing historical context through multimedia, and teaching analytical abilities in phases. It also emphasizes how crucial it is to accommodate different learning styles and strike a balance between test preparation and creative pursuits. By making literature more approachable, interesting, and pertinent, these methods hope to deepen students' appreciation and comprehension of literature.

Keywords: high school English literature, student engagement, critical thinking, historical context, differentiated instruction, literary analysis.

Introduction: High school pupils' language proficiency, cultural sensitivity, and critical thinking are all greatly enhanced by studying English literature. In addition to improving language skills, literature studies may help students develop empathy, ethical reasoning, and the ability to analyze common human situations, such as conflict, love, societal expectations, and moral quandaries. Students may study a wide range of viewpoints through stories from many writers and eras, which can improve their comprehension of the world and develop the critical thinking abilities needed for both academic and personal development. Fostering an appreciation for literature is made more difficult by the demands of standardized testing and exam preparation. In a high-stakes academic setting, it's sometimes necessary to strike a balance between activities that let students interact artistically and directly with literary works and intense test preparation. Because of this, it may be difficult for educators to fulfill curricular standards and foster a love of reading. In order to improve literary education

for high school students, this article examines these challenges and offers workable answers.

Keeping pupils' attention is one of the main difficulties in teaching literature. Some students can think that literature is out of date or unimportant, especially when they read classic works that deal with strange themes or places. Some people may become disengaged if they find the length and intricacy of some texts too much to handle. This is the solution to this problem connect literary ideas to current events and the experiences of the pupils. Literature may become more relevant when universal topics like love, identity, and social justice are discussed. Including texts from the present day or combining classic literature with contemporary media can also assist students in understanding the value of literature in the modern world. Multimedia tools, such as visual arts or movie adaptations, can improve engagement by offering several ways to experience the narrative.

Advanced vocabulary, complex sentence patterns, and stylistic choices that reflect the historical setting in which they were created are common features of classic literary works. For high school pupils, especially those who do not have a solid vocabulary or reading comprehension base, this intricacy might pose serious difficulties. Long sentences full of antiquated vocabulary and literary methods can cause irritation, disengagement, and a sense of inadequacy for many pupils. Students with learning impairments and English language learners (ELLs), who may find it difficult to decipher language and comprehend complex concepts, have an even greater challenge. Students may refrain from taking part in discussions if they feel overloaded with challenging materials, which prevents them from critically engaging with the subject matter. As a result, they may be less able to recognize the literary merits and thematic richness of the works they are studying. Pre-reading vocabulary instruction is a useful tactic for getting beyond the obstacles presented by complicated language. Teachers can determine which vocabulary terms are essential to comprehending the story and concepts of a literature before teaching it. Students' comfort and confidence when they come across these terms in the text can be increased by including them in activities that use them, such as matching definitions, using the words in phrases, or incorporating them into conversations. Before moving on to the more difficult language, giving students condensed summaries of chapters or important sections can also help them understand the major concepts and plot of the work. Students may concentrate on comprehending the material and context without being distracted by linguistic complexity thanks to this scaffolding strategy. To accommodate different learning styles, summaries can be delivered in a variety of ways, such as visual aids,

graphic organizers, or bullet points. Besides, teachers can demonstrate fluent reading and give in-the-moment explanations of challenging sections by leading structured read-aloud sessions. Teachers can promote understanding and encourage students to actively interact with the reading by stopping to talk about difficult language and provide guided questions. Students gain analytical and critical listening skills from this engaging technique. And also, group projects can promote cooperative learning when included into literary classes. Pupils can tackle challenging chapters in small groups or pairs, sharing their interpretations and offering support to one another when they encounter challenging words. Since students may combine their expertise and viewpoints to develop a more thorough comprehension of the material, collaborative conversations frequently result in deeper insights.

Students may not be aware with the particular cultural and historical conditions of the time in which many literary masterpieces were created. Students may find it challenging to comprehend the author's viewpoint, social conventions, or the motivations of characters due to this lack of prior information. This is one of the most effective strategies for overcoming obstacles to bridge the gap between the text and the students' knowledge, teachers should introduce the historical and cultural background of each work in an engaging manner. This can be done through storytelling techniques that make the historical context relatable. For example, discussing the social dynamics of a particular period can be framed through anecdotes or personal stories that resonate with students. Present each text's cultural and historical context in an interesting manner. Use timelines to assist pupils see when events happened, or display pictures, maps, and brief movies to give context. Students can further engage with the backdrop of the tale through role-playing exercises and debates based on historical events. Giving students this background knowledge makes it simpler for them to relate to the characters and themes because they can understand how the narrative either reflects or challenges the ideals of its period.

Conclusion: Limited participation, language obstacles, and a variety of learning requirements are just a few of the difficulties that come with teaching English literature to high school students. These challenges may make it more difficult for pupils to recognize and understand the depth of literary works. Teachers may, however, make literature more approachable and interesting for their students by acknowledging these difficulties and putting workable, student-centered solutions into practice. Connecting literary ideas to students' personal experiences is a successful strategy. Teachers can encourage a sense of relevance and emotional commitment in the work by making links between the experiences of the characters

and the students' own circumstances. Talking about identity, resiliency, and social justice, for example, might inspire children to consider their own lives and the world in which they live. In addition to increasing participation, this relevance encourages more in-depth conversations on the literature's implications. Giving pupils historical and cultural background is also essential to assisting them in comprehending the origins of the literature they are reading. Multimedia materials like timelines, pictures, and videos can help teachers give students a clear picture of the time period and social mores that shaped the writers. Students are better able to understand the intricacy of character motives and the narrative's relevance within its historical context thanks to this contextual information. Students can strengthen their comprehension and develop a deeper connection to the subject matter by participating in role-playing or discussions based on these circumstances. Additionally, fostering a development mentality in the classroom might enable students to welcome difficulties and see errors as teaching moments. Teachers may encourage a culture of inquiry and resilience by establishing a safe space where students feel free to share their ideas and queries. Honoring little victories and advancements might inspire students to read the text more carefully. In the end, students may enhance their understanding and analytical abilities as well as create a lifelong love of reading using these all-encompassing methods. Students are better prepared to develop into critical thinkers and sympathetic people by navigating the intricacies of literary works and seeing their significance to current events. Beyond the classroom, literature instruction seeks to enhance students' lives and prepare them for a world that is becoming more linked by fostering a lifelong love of reading and an awareness of the variety of human experiences.

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