

## METHODOLOGICAL RECOMMENDATIONS TO TEACH THE ENGLISH LITERATURE IN XIX CENTURY

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**Annotation:** This work explores methodological recommendations for teaching English literature of the 19<sup>th</sup> century, focusing on effective pedagogical strategies and approaches tailored to the historical, cultural, and literary context of the period. The recommendations aim to enhance both teachers' and students' ability to navigate linguistic, stylistic, and thematic elements characteristic of the era, promoting a comprehensive and student-centered approach to teaching 19<sup>th</sup> century English literature.

**Key words:** romanticism, recommendation, classroom activity,

Romanticism was an artistic, literary, and intellectual movement that originated in Europe toward the end of the 18<sup>th</sup> century. Various dates are given for the Romantic period but here the publishing of William Wordsworth's *Lyrical Ballads* in 1798 is taken as the beginning, and the crowning of Queen Victoria in 1837 as its end. Romanticism arrived later in other parts of the English-speaking world, such as America.

The 19<sup>th</sup> century stands as one of the most transformative and dynamic periods in English literature. From the rise of Romanticism to the birth of Victorian realism, this era saw the flourishing of authors who not only shaped the literary landscape of their time but whose works continue to influence readers and writers today. The century brought forth significant changes in social, political, and technological realms, all of which were reflected in the literary works of the period. This article explores the major literary movements, notable authors, and significant themes that defined English literature in the 19<sup>th</sup> century.

We should learn not only our Uzbek national literature but also, we should learn World Literature too. When the man knows all about World Literature, then he can become a literary educated person. We should learn the following things to know all about Word literature or foreign literature: First of all, we should know what the literature is itself and World literature. And then we must learn the history of the literature, after the history of literature we learn periods in it. Every period of literature plays a great role in the teaching literature. We should carefully explain periods and representatives in them. We know that a lot of great writers created wonderful novels, stories, plays and poems in literature. Their works kept till nowadays and everybody can learn them if they wanted from textbooks or internet.

Together with speaking reading fiction is one of the two chief aims of instruction in the foreign language. On completing the course, the finishes from schools must be able to read and understand easy original texts of moderate difficulty with the occasional use, of a dictionary. Reading texts or reading fiction in the foreign language is of great educative and general cultural value to the pupils. It widens their horizon. The fiction books acquaint them with the life and the achievements of the peoples of the people of the nation, as well as with the literature, history, geography, culture, manners and customs, of the peoples and countries of the language studied. If competently applied, the methods recommended will facilitate the fulfillment by the teacher of two difficult, but important tasks of bringing the pupils to read fiction or English texts for themselves, to read English not merely as task work, but for the pleasure of the thing, and of fitting them to pursue the study of the language after finishing in order to develop their ability freely to read in the foreign language the literature of their chosen specialty.

The 19<sup>th</sup> century was a period of immense transformation, both in England and globally, and it produced a wealth of literary works that continue to shape modern literary studies. Teaching English literature of the 19<sup>th</sup> century requires careful consideration of the historical, social, and cultural contexts in which these works were produced. Given the variety of literary movements,

styles, and authors, teaching this period can be both challenging and rewarding. The following methodological recommendations are designed to help instructors foster critical engagement, develop analytical skills, and deepen students' understanding of the texts from this diverse and dynamic century.

## 1. Start with Historical and Social Context

The 19<sup>th</sup> century was marked by significant political, social, and technological changes that influenced literary production. These included the Industrial Revolution, the expansion of the British Empire, the rise of democracy and nationalism, social reforms, and the beginning of modernism. Understanding these changes is key to understanding the literature of the time, which often reflects or responds to these societal shifts.

**Recommendation:** Begin by introducing students to the major historical events of the 19<sup>th</sup> century, including the French Revolution, the Industrial Revolution, the Reform Acts, the Victorian class system, and the growth of the British Empire. Show how these events impacted the lives of individuals and, in turn, shaped literary expression.

**Classroom Activity:** Have students research one significant historical event of the 19<sup>th</sup> century and present how that event may have influenced the works of authors like Charles Dickens, the Brontë sisters, or Lord Byron.

## 2. Introduce Major Literary Movements

The 19<sup>th</sup> century saw the emergence of several key literary movements, each with distinct characteristics and philosophies. These movements – Romanticism, Victorianism, Realism, and early Modernism – were not only literary styles but also responses to the social, political, and cultural contexts of their times.

**Recommendation:** Provide an overview of each literary movement and its key themes. For example, Romanticism emphasized individualism, nature, and emotion; Victorian literature often dealt with social morality, industrialization, and class struggles; Realism focused on everyday life and social issues; and early Modernism explored subjectivity and the complexities of human consciousness.

**Classroom Activity:** Divide students into groups, assigning each group a different literary movement to explore. Have them present on key themes, representative authors, and works of the movement, drawing connections between the historical context and the literature produced during that time.

## 3. Focus on Key Authors and Their Works

While there are many significant authors from the 19th century, certain figures stand out due to their lasting influence on literature and culture. Teaching the works of authors like Charles Dickens, the Brontë sisters, George Eliot, Oscar Wilde, and others will provide students with insight into the literary concerns of the time and help them appreciate the diversity of literary voices during this period.

**Recommendation:** Select key authors whose works encapsulate the themes and concerns of the century. For example:

Charles Dickens for his social critiques and depictions of Victorian life.

The Brontë Sisters (Charlotte, Emily, Anne) for their exploration of gender, social class, and romanticism.

George Eliot for her psychological depth and social commentary.

Thomas Hardy for his naturalistic view of life and exploration of fate and morality.

Oscar Wilde for his wit, aestheticism, and social critique.

**Classroom Activity:** Choose works from two or three of these authors and compare their treatment of similar themes (e.g., class, gender, love, or morality). For example, students could compare the social critique in *Hard Times* by Dickens and *Middlemarch* by George Eliot.

#### 4. Use Close Reading and Literary Analysis

The 19<sup>th</sup> century novels, poems, and plays are rich with layers of meaning. Close reading techniques allow students to engage deeply with the text, focusing on language, structure, and symbolism. This practice encourages students to think critically about the author's use of literary devices to convey themes and ideas.

**Recommendation:** Encourage students to focus on specific passages in the texts that exemplify key themes or literary devices. Discuss how authors use imagery, symbolism, tone, and narrative structure to create meaning. This approach can work particularly well with novels by authors like Dickens and the Brontë sisters, whose works often contain vivid descriptions and complex characterizations.

**Classroom Activity:** Have students select a key passage from a text (e.g., a speech from *A Tale of Two Cities* or a description from *Jane Eyre*) and write a short analysis on how that passage reflects the larger themes of the work. You can also pair this activity with group discussions where students share their interpretations.

#### 5. Encourage Comparative and Thematic Analysis

One of the strengths of 19th-century literature is the way it addresses universal themes – such as social justice, morality, love, and individual identity – that continue to resonate today. Comparative analysis across authors and genres can help students see how these themes are explored in different ways depending on the author's perspective and social context.

**Recommendation:** When teaching 19th-century literature, draw comparisons between authors from different movements. For example, compare the Romantic idealization of nature in Wordsworth's poetry with the more cynical realism of Dickens or the Brontës. Alternatively, compare Victorian gender roles in *Jane Eyre* and *Tess of the d'Urbervilles*.

**Classroom Activity:** Organize a thematic comparison of two works that address the same theme but in different ways (e.g., compare the representation of women in *Pride and Prejudice* and *Jane Eyre*). Ask students to explore how the historical and social context shapes the representation of that theme in each work.

#### 6. Emphasize the Role of Gender and Class

Much of the literature of the 19<sup>th</sup> century grapples with issues of class, gender, and societal expectations. These themes are central to understanding the works of authors like the Brontë sisters, Charles Dickens, and George Eliot. Teaching these aspects allows students to better understand the power dynamics and social structures that shaped the lives of characters in these texts.

**Recommendation:** Highlight how authors from different genres and movements approach gender and class. The Victorians were deeply concerned with questions of morality, gender roles, and class distinctions, so discussions of these topics are key to understanding the literature of the period.

**Classroom Activity:** Assign readings that focus on gender roles, such as *Jane Eyre* or *North and South*. Have students write essays on how characters navigate societal expectations based on their gender and class, and then facilitate a class discussion comparing these dynamics in the different works.

## 7. Explore the Interaction of Literature with Other Art Forms

The 19<sup>th</sup> century was also a time of great development in the arts – painting, music, and theater had an immense impact on literature. Many authors were influenced by visual art, the theater, and the emerging film industry.

**Recommendation:** Explore how 19th-century authors engaged with other artistic media, such as the connection between Dickens' depictions of urban life and the development of Victorian photography, or the dramatic form of the stage and its influence on the novel. For example, *A Christmas Carol* is often taught in relation to its various adaptations in theater and film.

**Classroom Activity:** Have students compare a 19th-century literary text with a contemporary adaptation of it (e.g., compare a film version of *Great Expectations* with the novel). Focus on how different media interpret the themes of the original text.

## 8. Foster Engagement with Literary Criticism and Theory

Introducing students to literary criticism and theoretical approaches can deepen their understanding of 19th-century texts. Approaches like feminist theory, Marxism, postcolonialism, and psychoanalysis can shed new light on the themes of gender, class, identity, and power in these works.

**Recommendation:** Introduce students to key literary theories and encourage them to use these perspectives to analyze texts. For example, they might use feminist theory to examine the representation of women in *Tess of the d'Urbervilles*, or Marxist theory to explore class struggles in *Hard Times*.

**Classroom Activity:** Assign a reading from a critical essay (e.g., a Marxist reading of *Hard Times* or a feminist reading of *Jane Eyre*). Have students summarize the argument and then apply that perspective to a specific passage from the novel, discussing how the theory deepens their understanding of the text.

## 9. Use Diverse Teaching Methods

Given the diverse nature of 19th-century literature, incorporating a variety of teaching methods will help engage students with different learning styles. In addition to lectures and discussions, consider incorporating creative assignments such as dramatizations, group projects, or multimedia resources.

**Recommendation:** Use multimedia resources such as film adaptations, podcasts, or virtual museum tours to illustrate how 19th-century literature has influenced other art forms and how contemporary interpretations shape our understanding of classic texts.

**Classroom Activity:** Have students dramatize a key scene from a 19th-century novel, paying attention to how language, emotion, and power dynamics are conveyed. This can be especially engaging when teaching Dickens or the Brontë sisters, who wrote many scenes filled with dramatic intensity.

We think that the following types of activities can be useful in teaching the theme in a class of English learners:

I Know	I Want to know	I Learned
<i>Romanticism originated in the 2<sup>nd</sup> half of the 18<sup>th</sup> century.</i>	<i>What kind of works did they create?</i>	<i>They wrote novels, short stories, poems and essays.</i>

<i>R. G. Byron and P. B. Shelly are the romanticists</i>	<i>Who are the Lake Poets?</i>	<i>The three main figures of what has become known as the Lakes School were Robert Southey, William Wordsworth and Samuel Taylor Coleridge .</i>
	<i>Which is the best known of her works?</i>	<i>“The Prime of Miss Jean Brodie” is her best-known work.</i>
	<i>Who is Brodie?</i>	<i>Main heroine of this novel</i>
	<i>Why “The Prime of Miss Jean Brodie” is famous?</i>	<i>The character of Miss Jean Brodie brought Spark international fame and brought her into the first rank of contemporary Scottish literature. In 2005, the novel was chosen by Time magazine as one of the one hundred best English-language novels from 1923 to present. In 1998, the Modern Library ranked “The Prime of Miss Jean Brodie” #76 on its list of the 100 best English-language novels of the 20<sup>th</sup> century.</i>

After giving the full information about romanticists and their creation we can do the following activities:

### I. Answer the following questions:

- 1) What is literature?
- 2) What kind of literary trends do you know?
- 3) What is romanticism?
- 4) What poets presented a bridge between Classicism and Romanticism?
- 5) Whom do you know of representatives of romanticism?
- 6) Why some romanticists are called the Lake poets?
- 7) What is the theme of romantic writers' works?
- 8) What can you say about the life of Robert Southey?
- 9) Have you read one of Walter Scott's works?
- 10) What do you know about the creative activity of G.G. Byron?
- 11) Is Childe Harold an autobiographical character?
- 12) Why do we consider P. B. Shelly is a real fighter for freedom?

### II. Do the test:

1. ... is writing that an author creates from the imagination.

- A) Fiction
- B) Non fiction
- C) History

2. Fiction books are ...

- A) novels, short stories, drama
- B) poetry, essay, diary
- C) essay, history, biography

3. ... is factual writing about real life situations.

- A) Fiction
- B) Non fiction
- C) History

4. The chief forms of nonfiction include ...  
A) history, biography, autobiography  
B) novels, autobiography, diary  
C) essay, history, poetry
5. Romanticism is appeared in English literature in ...  
A) XIX c.  
B) XX c.  
C) XVIII c.
6. P. B. Shelly was born in ...  
A) 1778  
B) 1850  
C) 1830
7. Find the poets of the lake school.  
A) W. Wordsworth, S. Coleridge, Southey  
B) W. Blake, W. Wordsworth, Shelley  
C) Byron, Shelley, Southey
8. Which work brought Byron fame?  
A) Childe Harold's Pilgrimage  
B) The Bride of Abydos  
C) The Corsair
9. Who is the author of narrative poem "Ivanhoe"?  
A) Walter Scott  
B) Robert Burns  
C) G. G. Byron
10. In May 1816 Keats published his first poem, the sonnet .....marking the beginning of his poetic career.  
A) "O Solitude"  
B) "On First Looking into Chapman's Homer"  
C) "Sleep and Poetry"

**III. Read the text and retell it. Here we can give any text about the trend romanticism, life and activity of one representative of the period or some extracts from their works.**

**IV. Describe the picture. We may give students writer's or poet's portrait or some pictures which episodes of their works were depicted.**

**V. Make up a dialogue between two main heroes of works of the period. Students may choose the work by their own will.**

**VI. Mark each statement as true either (T) or false (F)**

1. In 19<sup>th</sup> century Britain at least 40% of the population was working class.
2. Nineteenth century English literature is remarkable both for high artistic achievement and for variety.
3. The greatest literary movement of its earlier period was that of romanticism.
4. The prose of English realism is to be studied in the works of the essayists Thomas De Quincey, Charles Lamb, William Hazlitt, and Leigh Hunt.
5. The three main figures of what has become known as the Lakes School were William Wordsworth, Samuel Taylor Coleridge, and Robert Southey.
6. The second generation of Romantic poets includes Lord Byron, Percy Bysshe Shelley and John Keats.
7. In Byron's poetry, he incorporated deep feeling, rather than deep thinking, to make his characters strong.
8. The sentimental novel or "novel of sensibility" is a genre which developed during the second half of the 18<sup>th</sup> century.

9. While Shelley and Byron both proved to support the revolution to the end, both Wordsworth and Coleridge joined the aristocrats in fighting it.

10. The French Revolution played a huge role in shaping Keats's beliefs and opposition to monarchy.

## **VII. Make presentation on the creations of one of romanticists.**

Students choose the theme and make presentations about the creations of romanticist writers.

The 19<sup>th</sup> century was a time of rapid change in both society and literature, and the rise of the novel played a crucial role in shaping public consciousness. Through the works of authors like Dickens, Gaskell, Brontë, and Hardy, the novel became a powerful tool for social criticism, allowing writers to address the pressing issues of their time. These writers used the form to explore the complexities of social structures, offer critiques of class inequalities, and advocate for a more just and humane society. The legacy of 19<sup>th</sup> century social criticism in the novel continues to influence literature today, proving that the novel remains a powerful means of engaging with and challenging the world around us.

Teaching 19<sup>th</sup> century English literature offers students the opportunity to explore a time of profound cultural, social, and political change, while engaging with a diverse range of literary styles and movements. By grounding lessons in historical context, focusing on key authors and themes, encouraging close reading, and employing varied teaching strategies, educators can foster an engaging and intellectually stimulating classroom experience. Ultimately, this approach helps students appreciate the lasting impact of 19th-century literature on modern society and culture.

## **List of used literature**

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