



Teaching Foreign Literature: The Case for Continuity Across Educational Levels of Philological Higher Education in Ukraine

*Iryna Shevchenko,
Igor Orzhitskiy*

N igher education in the field of Culture, Arts, and Humanities, specifically within the specialization of Philology (B-11), aims to train highly qualified professionals capable of responding to contemporary challenges. In Foreign Language Teaching (FLT), this includes the preparation of researchers, educators, and translators who are able to conduct independent research and engage in practical, organizational, pedagogical, and research activities both within national and global academic contexts [1]. Achieving this goal relies on a combination of theoretical and practical instruction, along with students' engagement in innovative research within the framework of Educational and Scientific Programs.

Ukrainian higher education institutions currently offer training across three levels: bachelor's, master's, and postgraduate. Programs at each level are developed in accordance with national standards and include courses that foster students' critical thinking and creativity. These curricula are continuously updated in response to modern demands on future specialists. Therefore, the integration of innovative program elements aimed at enhancing educational quality remains a pressing issue.

Equally important is the challenge of ensuring continuity across educational levels. Such continuity helps to streamline

learning outcomes, reduce content redundancy, and promote logical progression in subject matter. Continuity becomes crucial in the context of remote education, which has become widespread due to wartime conditions. The *aim of this article* is to examine the continuity of teaching foreign literature within FLT — specifically English and Spanish literature in the original languages — across the three academic levels for students majoring in English or Spanish Philology (specializations Germanic Languages and Literatures, and Romance Languages and Literatures, respectively).

To fulfill this aim, the article addresses the following *specific objectives*: to examine the content and structure of literature instruction at each academic level; to identify the pedagogical and methodological features necessary to ensure coherence and progression in the study of literature, particularly in a distance-learning format.

Teaching English and Spanish Literature in FLT: General Considerations. The instruction of English and Spanish literature presents unique challenges to universities worldwide [6, 11]. In Ukraine, the curriculum encompasses major developments in British, American, and Spanish literary traditions, from their origins to the present day. It also requires students to demonstrate high levels of proficiency in



English and Spanish. At the bachelor's level, the literature course introduces students to key literary trends, prominent authors, their biographies, and representative texts. These components align with established perspectives of both Ukrainian and international scholars. Where scholarly interpretations diverge, the curriculum encourages the presentation of multiple viewpoints to foster students' critical thinking.

Each course module is typically divided into structured sections. The initial section provides historical and cultural context. The literary analysis section discusses the author's biography and ideological perspectives — including political, philosophical, and ethical views — while offering critical analysis of selected works. A summary of the plot and main ideas follows, along with discussion questions. Each module concludes with bibliographies, recommended readings, and online resources designed to support lectures, discussions, presentations, and projects (compare: [5]).

The goals of literature instruction vary across educational levels. They are described in the subsections below.

Teaching Literature at the First Educational Level. The primary objective is to familiarize students-bachelors with key stages in the development of British, American, and Spanish literature, as well as their translations into Ukrainian. Specific goals include: building foundational knowledge of literary trends and authors; developing analytical skills for interpreting literary texts and their Ukrainian translations; promoting intellectual growth and personal development aligned with professional competencies in philology and translation.

Students are expected to understand relevant literary terminology, narrative devices, and culture-specific vocabulary. They are expected to be able to apply theoretical and practical knowledge in analyzing literary texts, particularly their translations. This level of training fosters integral bachelor's competence—the abil-

ity to address discipline-specific problems using appropriate scientific methods, even in uncertain conditions.

In most Ukrainian institutions, literature courses at the bachelor's level are taught in the third year. However, students in the fifth or sixth semesters often have not yet attained a B2/C1 level of proficiency in the relevant foreign language. This gap may hinder full comprehension of lectures on literature delivered in the target language [8] — a common problem, which is difficult to solve at a particular university level.

The course on literature spans a wide historical period, from medieval to contemporary literature, and employs a multidisciplinary methodology that integrates literary and cultural studies. It begins with an overview of the historical and cultural context, allowing students to connect content with material from related disciplines. These review sessions are meant to be concise, highlighting major developments and intellectual trends.

Pedagogically, the course emphasizes the analysis of individual authors, their worldviews, and selected major works. Each literary work is presented with an outline of its structure, themes, and characters, supplemented with background on its origins, genre, and stylistic features [4, 9]. Classroom discussions and test-based assessments promote deeper engagement and help measure learning outcomes.

Each thematic unit concludes with a curated list of recommended texts and online resources. However, it is important to note that these supplementary readings are rarely followed up with assessments, making it difficult to estimate their impact on learning.

The shift to remote and blended learning formats, accelerated by wartime disruptions [2, 3], has led to the widespread adoption of digital learning platforms [10], and MOODLE among them. These platforms have proven effective both for review sessions and for implementing fair, standardized testing methods during midterms and final exams.

Teaching Literature at the Second Educational Level. At the master's level, teaching English or Spanish literature for philology students majoring in English or Spanish unfortunately does not continue as a specialized, stand-alone literature course. Instead, over the three semesters of the master's program, students deepen their understanding of literary processes, individual authors, and specific texts through language practice and translation courses. The previous knowledge of foreign literature is also applied within courses on translation theory and editing, as well as during teaching/assistant and translation internship.

Despite the absence of a literature course at the MA level, the foundational knowledge acquired during undergraduate studies plays a significant role in shaping students' academic development. It supports research competencies and informs the preparation of the master's thesis, which often requires literary analysis, contextual understanding, and critical interpretation.

Teaching Literature at the Third Educational Level. At the doctoral level, courses in foreign literature are designed to provide a comprehensive foundation for independent research and dissertation writing. These courses are predominantly theoretical and encompass a broad panorama of the historical development of English- and Spanish-language literatures. Emphasis is placed on their cultural and historical contexts, the specific characteristics of Hispanic and English literary studies within the Ukrainian academic setting, literary analysis — both theoretical and applied — and the theories and histories of particular genres — folklore, memoirs, nonfiction literature, etc.

These courses are closely interrelated and contribute to developing in postgraduate students a deep understanding of classical and contemporary philological concepts. The curriculum aims to cultivate critical thinking, the capacity to formulate and defend original scholarly ideas, and the ability to apply innovative and non-standard ap-

proaches in academic, educational, professional, and socio-cultural contexts. In addition, students are expected to be familiar with the major scientific achievements of the Ukrainian school of philology.

The structure and objectives of the course curriculum dictate a specific pedagogical approach that emphasizes interactive and research-oriented methods. These include a combination of theoretical and practical components, such as discussions, critical analyses, essay writing, and oral and written presentations. Moreover, the integration of digital tools — such as online research technologies and elements of artificial intelligence — supports the development of original scholarly inquiry among doctoral students.

Unlike previous educational levels, instruction at the third educational level is geared toward achieving a key outcome: the development of the ability to generate new ideas (creativity), to formulate and solve research and practical problems, to devise innovative solutions, and to conduct independent, rigorous research in line with current academic standards. As such, PhD graduates in philology (literary studies) are prepared to teach literature at institutions of higher education in accordance with contemporary educational objectives, scholarly principles, and academic standards. They are also equipped to engage in professional and scientific literary scholarship.

Equally important is the focus on fostering lifelong self-development, particularly through the acquisition of soft skills. Additionally, proficiency in English or Spanish at the C1 level is a prerequisite, as it facilitates the integration of language skills and literary analysis. This aligns with the integrated approach to third-level education outlined by Divsar and Tahriri [7].

Conclusions. In this article, an analysis of the instruction of English and Spanish literature — taught in the original languages — across the three levels of philological education revealed issues of both the content, aims, and the continuity of the curriculum. Regarding content and aims of

teaching literature, the courses differ substantially: undergraduate programs focus primarily on practical engagement with literary texts, while postgraduate studies emphasize theoretical understanding and critical synthesis.

However, in terms of continuity, a clear gap emerges. At the master's level, the absence of a dedicated literature course disrupts the logical progression of literary education. This lack of curricular consistency hinders the structured accumulation and refinement of literary knowledge across educational stages. It represents a significant shortcoming that necessitates further attention and strategic program changes.

Therefore, a more comprehensive examination of the course content and teaching methodologies across all educational levels is warranted. Such an investigation would help to establish a coherent and scientifically grounded framework for teaching literature to philology students in Ukraine. Hopefully, this will represent a promising *direction for future research* in the field of philological pedagogy.

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Відомості про авторів:

Шевченко Ірина — доктор філологічних наук, професор, академік АН ВШ України, завідувач кафедри ділової іноземної мови та перекладу; Харківський національний університет імені В.Н. Каразіна; Харків, Україна; email: iryna.shevchenko@karazin.ua; ORCID: <https://orcid.org/0000-0003-2552-5623>

Оржицький Ігор — доктор філологічних наук, професор, професор кафедри романогерманської філології, Харківський національний університет імені В.Н. Каразіна; Харків, Україна; e-mail: orzhitskiy@karazin.ua; ORCID: <https://orcid.org/0000-0002-3762-4162>