

METHOD OF TEACHING POETRY IN THE LIGHT OF TRENDS IN MODERN EDUCATION

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Abstract

This paper is based on Teaching Poetry in English Pedagogy. The teacher should give an appropriate introduction to arouse the interest of the pupils and to create the proper atmosphere for the poem which he is going to teach. The teacher should not read the poem only once, but twice or thrice. After reading the poem, the teacher should ask two or three pupils to read it. When the pupils finish the reading of the poem, the teacher should come to the study of the poem. He should explain the difficult words but his explanation should be only so much as may enable the pupils have a general understanding of the poem. When the poem has been fully explained and discussed, the teacher should read the poem again. When the teacher finishes his reading of the poem, he should ask the pupils to read it again for the sake of enjoyment only. The last step in the teaching of Poetry is the final reading of the poem by the teacher. He should read it aloud in order to leave the students in a poetic atmosphere.

Keyword: - Teaching, Poetry, Teacher.

Poetry is the Soul of life and there is following objectives of teaching Poetry:-

1. To create healthy atmosphere in the class,
2. To help to avoid hesitation and shyness of the learners,
3. To recite Poetry phonetically Correct,
4. To provide exposure,
5. To recite with correct pronunciation, stress, rhythm, intonation.

No uniform method can be laid down for teaching poetry. Each poem has to be treated individually. However, the following general steps for the teaching of poetry may be suggested-

1. Introduction

The teacher should give an appropriate introduction to arouse the interest of the pupils and to create the proper atmosphere for the poem which he is going to teach. The introduction differs for every poem and depends on subject matter. If the poem describes the life of the poet, it requires a biographical sketch of the author. In case, the poem is historical, introductory talk should be about its historical background. Where the subject-matter of the poem is of a general nature, two different procedures can be adopted, viz.:

- 1) Reading a prose passage in English on the same topic, or
- 2) Reading a parallel poem in English.

In middle classes the procedure is a little different. Here a short introductory talk be given in the children's mother-tongue. A parallel poem or a prose passage on the same topic in their mother-tongue can be read.

At both the stages, the teacher should take the precaution not to spoil the right atmosphere for the poem unnecessarily talking about its author by giving its gist or summary. His introductory talk must have a bearing on the poem.

2. Reading Aloud by the Teacher

After introducing the poem, the teacher should read it loud. This is an important step because the message and beauty of a poem can be conveyed to the pupils only when he reads it well. The medium of poetry is music; its subject matter is emotion. Hence, it is necessary that the teacher should read or recite the poem with correct pronunciation, intonation, phrasing, rhythm, and proper gestures, so that he may bring out the melody of the verse. He should respond to the emotion of the poem. If he fails to do so, he will fail to create the right atmosphere for the poem.

The teacher should not read the poem only once, but twice or thrice. *Ryburn* very rightly, "One reading, or course, is not enough. It must be read two or three time." Moreover, as *Ryburn* says, "A good poem can be taught as whole." What he means is that a poem should be taught complete. If, of course, it is very long, it should be divided into units.

When the teacher gives the first reading of the poem, he should ask his pupils to listen to him with their books closed. After the first or second reading, the teacher should ask them to open their books and he should read again.

3. Reading Aloud by the pupils

After reading the poem, the teacher should ask two or three pupils to read it. He should help them to recite it with effect, earing about their pronunciation, intonation, rise and fall of the voice. This will enable them to feel the music and beauty of its language.

4. Study of the Poem

When the pupils finish the reading of the poem, the teacher should come to the study of the poem. He should explain the difficult words but his explanation should be only so much as may enable the pupils have a general understanding of the poem. While making a study of the poem, he should point out its beauty and force, clear the references involved, bring out the beauty of the figures of speech and throw light on the ideas involved.

5. Reading Again by the teacher

When the poem has been fully explained and discussed, the teacher should read the poem again. This reading will have a greater effect on the pupils because much has already been said about the poem.

6. Reading Again by the Students

When the teacher finishes his reading of the poem, he should ask the pupils to read it again for the sake of enjoyment only.

7. Recapitulation

At this stage, one of more of the following devices can be adopted-

- 1) Questions by the teacher on the phraseology, figures of speech, allusions and beauties of the poem.
- 2) Questions by the pupils and their answers by the teachers.
- 3) Discussion about the effect of the poem.
- 4) Discussions about the feelings and the thoughts aroused by the poem.
- 5) Comparison of the poem read with similar other poem.
- 6) Recitation of lines liked most by different students.

8. Final Reading by the Teacher

The last step in the teaching of Poetry is the final reading of the poem by the teacher. He should read it aloud in order to leave the students in a poetic atmosphere.

9. Successful Teaching of Poetry

For successful teaching of poetry the following advice of *Alexander Haddow* should be remembered carefully, “Teach each poem twice, give the children time to form their own impression, invite them to criticize and help them in doing so. Let the poetry period be, as far as possible, a period of joy, a period of pondering over thing they love already. Let them choose for themselves, the poem they are to learn by heart, each choosing his own favourites. Thus only we can develop a test for poetry, and train their ear to the variety of beautiful sound. Thus only can we rouse in them some idea of the wealth of poetry that lies before them. Remember that we must aim at turning out readers of poetry, not students of poetry.”

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