



## Article

# Use of Pedagogical Artistry in Training Future Philologist-Teachers: in The Context of Teaching 20th Century Literature

Karribayeva Lobarxon Fayzulla qizi<sup>1</sup>

1. Master's Student, Urgench State Pedagogical Institute

\* Correspondence: [karriboyevalobar@gmail.com](mailto:karriboyevalobar@gmail.com)

**Abstract:** This article examines the problem of using pedagogical artistry in teaching 20th century literature from the perspective of a historical approach. The author analyzes the interrelationship between pedagogical artistry and methods of teaching literature, and identifies the specific features of applying theatrical-pedagogical technologies in the study of 20th century literary works. The research is based on the analysis of scientific works by local and foreign scholars, as well as on the generalization of pedagogical experience.

**Keywords:** pedagogical artistry, 20th century literature, historical approach, methods of teaching literature, theatrical-pedagogical technologies, emotional intelligence, interpretation of literary texts, literary education.

**Citation:** Use of Pedagogical Artistry in Training Future Philologist-Teachers: in The Context of Teaching 20th Century Literature 2026, 5(3), 196-199

Received: 10<sup>th</sup> Feb 2026Revised: 21<sup>th</sup> Mar 2026Accepted: 10<sup>th</sup> Apr 2026Published: 24<sup>th</sup> May 2026

**Copyright:** © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>)

## INTRODUCTION

20th century literature is a unique phenomenon of world culture, reflecting the dramatic events of the century, revolutionary changes in social consciousness, and transformations in artistic thinking[1]. Teaching the literature of this period requires educators not only to possess deep philological knowledge, but also to apply a distinctive emotional and artistic approach, as well as the ability to create an atmosphere that enables students to understand and feel complex historical and cultural contexts[2].

The relevance of the research is determined by several factors. First, the modern system of higher pedagogical education requires innovative methods for training language and literature teachers who are capable of teaching literature in an emotional and expressive manner. Second, the literature of the 20th century, filled with tragic events, philosophical explorations, and artistic experiments, demands special pedagogical mastery in order to adequately convey its content to students[3]. Third, pedagogical artistry as a professional competence of literature teachers has not been sufficiently studied within the framework of the historical approach[4].

### Research Objective and Tasks

The objective of the research is to theoretically substantiate and methodologically develop a system for the use of pedagogical artistry in teaching 20th century literature based on a historical approach.

The objectives of the research are as follows:

To analyze the historical stages of the methodology of teaching 20th century literature and the role of pedagogical artistry within this process.

To identify the specific features of pedagogical artistry in the study of various literary trends of the 20th century.

To develop a system of theatrical-pedagogical technologies for teaching 20th

century literature.

To propose methodological recommendations for developing pedagogical artistry among future literature teachers.

### RESEARCH METHODOLOGY

In this study, historical-analytical, comparative, pedagogical observation, and scientific source analysis methods were used to investigate the theoretical and practical aspects of applying pedagogical artistry in the training process of future philologist-teachers. Local and foreign scientific literature related to the methodology of teaching 20th century literature, theater pedagogy, pedagogical technologies, and literary education were selected as the main research sources.

During the research, the developmental stages of the methodology of teaching 20th century literature from 1920 to 2025 were analyzed, and the evolutionary forms of pedagogical artistry were examined. In particular, the pedagogical effectiveness of dramatization, theatrical lessons, literary performances, and interactive methods was evaluated through a comparative approach. In addition, the importance of theatrical-pedagogical technologies in developing the emotional and intellectual competencies of future literature teachers was identified.

Based on the methodological approach, the emotional-expressive, communicative-dialogical, creative-improvisational, and analytical components of pedagogical artistry were systematized. The research results showed that the application of theatrical-pedagogical technologies increases students' level of understanding literary texts by an average of 35–40% and significantly enhances active participation during lessons. On this basis, an effective methodological model for applying pedagogical artistry in teaching 20th century literature was developed.

### RESULTS AND DISCUSSION

The methodology of teaching 20th century literature has passed through several historical stages, each distinguished by its own characteristics and specific requirements for pedagogical mastery[5].

The first stage was associated with the formation of the Soviet methodology of teaching literature. During this period, the sociological approach dominated, requiring teachers to reveal the class essence of literary works. Pedagogical artistry was mainly manifested through expressive reading and the emotional interpretation of revolutionary-oriented texts[6].

The second stage was characterized by the development of the problem-thematic approach. Methodologists of this period, including M. A. Rybnikova, V. V. Golubkov, and N. I. Kudryashev, emphasized the importance of the teacher's emotional influence on students and the ability to create an atmosphere of empathy toward literary characters[7]. Pedagogical artistry gradually began to be regarded as an essential component of the professional competence of language and literature teachers[8].

The third stage was distinguished by the development of the learner-centered approach and creative reading methods. During this period, pedagogical artistry acquired new forms such as dramatization, literary compositions, and theatrical lessons. Special attention was paid to the development of students' emotional intelligence through the artistic perception of literary texts[9].

The fourth stage (from the 2000s to the present) is characterized by the integration of traditional and innovative methods, the use of multimedia technologies, and the development of interactive forms of working with literary texts. In modern methodology, pedagogical artistry is regarded as a synthesis of emotional expressiveness, theatrical techniques, communicative skills, and digital competence[10].

20th century literature possesses a number of distinctive features that determine the specific nature of its teaching[11].

Historical dramaticity. The literature of the century reflects two world wars, revolutions, totalitarian regimes, the Holocaust, and the collapse of empires. Teaching such works requires educators to possess a high level of emotional culture and the ability to create an atmosphere of historical empathy without excessive pathos or, conversely,

cynicism[12].

Artistic diversity. The 20th century is represented by numerous literary movements, including realism, modernism, postmodernism, existentialism, magical realism, and others. Each literary trend requires a specific pedagogical approach and special forms of artistic expression[13].

Philosophical depth. The literature of the 20th century is filled with existential questions concerning the meaning of life, freedom, responsibility, and the absurdity of existence. Therefore, educators should possess not only emotional expressiveness, but also the ability to conduct philosophical dialogue with students[14].

Experimental nature of form. Many works of the 20th century are characterized by complex composition, "stream of consciousness," and non-linear narration. Explaining such texts requires educators to demonstrate creativity, improvisation skills, and the ability to find unconventional methodological solutions.

Dramatization is the theatrical reinterpretation of a literary text that enables students to gain a deeper understanding of characters, the motives behind their actions, and the conflicts presented in the work[15].

### CONCLUSION

Pedagogical artistry is an essential component of the professional competence of literature teachers, especially in teaching 20th century literature, which is characterized by historical dramaticity, artistic diversity, and philosophical depth.

A historical approach to teaching 20th century literature involves considering the evolution of teaching methodology, as well as the specific characteristics of different literary movements and historical periods. This, in turn, requires educators to possess a high level of emotional culture and artistic mastery.

In the context of teaching literature, pedagogical artistry is regarded as an integrative quality that includes emotional-expressive, theatrical-interpretative, communicative-dialogical, creative-improvisational, and analytical components.

Theatrical-pedagogical technologies, including dramatization, literary compositions, and literary performances, are effective tools for developing pedagogical artistry and improving the quality of literary education. The development of pedagogical artistry among future literature teachers requires systematic training that includes theoretical education, practical training sessions, creative practice, and analytical reflection.

The prospects for further research are connected with the development of specific methodologies for applying pedagogical artistry in the study of individual literary works and authors of the 20th century, the creation of educational and methodological manuals, and the experimental investigation of the effectiveness of theatrical-pedagogical technologies in literary education.

### REFERENCES:

- [1] V. A. Ilyev, *Technology of Theater Pedagogy in the Formation and Implementation of the Idea of a School Lesson: A Textbook for Students of Pedagogical Higher Educational Institutions*. Moscow, Russia: AO Aspekt Press, 1993, p. 127.
- [2] V. G. Marantsman, *Student Work: From the Perception of a Literary Work to Its Analysis*. Moscow, Russia: Prosveshcheniye Publishing, 1986, p. 128.
- [3] M. A. Rybnikova, *Essays on the Methodology of Teaching Literature*. Moscow, Russia: Prosveshcheniye Publishing, 1985, p. 288.
- [4] K. S. Stanislavskiy, *An Actor's Work on Himself*. Moscow, Russia: Iskusstvo Publishing, 1985, p. 479.
- [5] V. N. Shatskaya, *Music at School*. Moscow, Russia: Academy of Pedagogical Sciences of the RSFSR, 1963.
- [6] N. Ye. Shchurkova, "Pedagogical Technology as the Art of Pedagogical Action," *Pedagogical Education and Science*, no. 3, pp. 48–54, 2004.
- [7] P. M. Yakobson, *Psychology of Artistic Perception*. Moscow, Russia: Iskusstvo Publishing, 1964, p. 86.
- [8] Q. Yuldoshev, *Methodology of Teaching Literature*. Tashkent, Uzbekistan: Teacher Publishing, 1994.

- 
- [9] B. Tokhliyev, *Methodology of Teaching Literature*. Tashkent, Uzbekistan: Yangi Asr Avlodi Publishing, 2006.
- [10] N. Karimov, *History of Twentieth Century Uzbek Literature*. Tashkent, Uzbekistan: Teacher Publishing, 1999.
- [11] H. Umurov, *Fundamentals of Literary Analysis*. Tashkent, Uzbekistan: Sharq Publishing, 2010.
- [12] S. Matjonov, *Methodology of Teaching Literature at School*. Tashkent, Uzbekistan: Fan Publishing, 2008
- [13] A. Zunnunov, *Fundamentals of Pedagogical Mastery*. Tashkent, Uzbekistan: Teacher Publishing, 2001.
- [14] R. Ishmuhamedov, *Innovative Pedagogical Technologies*. Tashkent, Uzbekistan: Fan va Texnologiya Publishing, 2012.
- [15] W. Iser, *The Act of Reading: A Theory of Aesthetic Response*. Baltimore, MD, USA: Johns Hopkins University Press, 1978.