



Article

Methodological Approaches and Principles for Teaching Historical Novels in Higher Literary Education

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Abstract: This article identifies the methodological approaches and principles for teaching historical novels in higher literary education and develops an integrative methodological model for them. The research was conducted using a qualitative methodology, employing methods such as theoretical analysis, comparative analysis, content analysis, and theoretical modeling. Consequently, historical-cognitive, interpretative, dialogic, and competency-based professional approaches were established as the primary methodological frameworks for teaching historical novels. Based on these approaches, the principles of historicity, interpretability, dialogue-based learning, self-awareness, and professional orientation were systematized. The study proposes an integrative methodological model aimed at developing historical thinking, interpretative competence, critical thinking, historical empathy, and professional-pedagogical reflection. The findings indicate that historical novels are not only an object of literary analysis but also an effective pedagogical tool for developing the professional competencies of future literature teachers.

Keywords: *historical novel, historical thinking, literary education, interpretative competence, higher literary education, teaching methodology*

1. Introduction

In the context of globalization and the expansion of the information space, higher education systems face the important task of developing students' historical thinking, critical reasoning, and cultural memory. In particular, the effective utilization of the educational and moral potential of literary works, in addition to their aesthetic value, has become one of the pressing methodological challenges in the preparation of future literature teachers [1]. Historical novels, as a complex literary phenomenon situated at the intersection of literature and history, enable students to comprehend the past through the medium of artistic imagination. This genre represents one of the significant resources of literary education due to its ability to portray historical reality, national memory, and human destiny in an interconnected manner. Through the study of historical novels, students gain opportunities to interpret historical events, evaluate the activities of historical figures, compare different perspectives, and understand the relationship between historical and artistic truth [2, 3].

Within the methodology of Uzbek literary education, particular attention has been devoted to learner-centered approaches to the study of literary texts. Scholars such as Q. Yo'ldoshev and M. Yo'ldosh (2016), Z. Mirzayeva and K. Jalilov (2020), and K.

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Husanboyeva (2025) emphasize the importance of independent thinking, interpretation, and reflective approaches in the analysis of literary works. However, the methodological foundations of teaching historical novels in higher literary education, particularly the approaches and principles applied in their instruction, have not yet been sufficiently systematized [4].

Although existing studies have examined historical thinking, interpretive learning, historical empathy, and contemporary pedagogical approaches as separate areas of inquiry, relatively few studies have sought to integrate these concepts into a unified methodological framework for teaching historical novels [5]. Therefore, the aim of the present study is to identify the methodological approaches and principles for teaching historical novels in higher literary education and to develop an integrative methodological model for their instruction [6].

2. Literature review

2.1. Historical Novels and Historical Thinking: Theoretical Approaches

The theory of the historical novel represents an interdisciplinary field situated at the intersection of literary studies and historiography. The theoretical foundations of this genre were primarily established by Georg Lukács, who defined the historical novel as a literary genre that portrays the social essence of a particular historical period through artistic representation. According to his view, the historical novel goes beyond merely recounting historical events; it reveals the underlying patterns of historical development through the depiction of human destinies [7]. The relationship between history and literary texts received a new theoretical interpretation in the works of Hayden White. White emphasized the crucial role of narrative construction in the formation of historical knowledge and demonstrated the close connection between the interpretation and narration of historical reality. This perspective provides a basis for viewing historical novels as artistic interpretations of historical truth.

The pedagogical potential of historical novels is closely linked to theories of historical thinking. Sam Wineburg defines historical thinking as the process of analyzing historical sources, understanding historical contexts, and drawing evidence-based conclusions. Similarly, Peter Seixas and Tom Morton identify key components of historical thinking, including determining historical significance, using evidence, understanding cause-and-effect relationships, developing historical empathy, and adopting historical perspectives [8].

Recent studies further confirm the importance of historical thinking in educational contexts. Gibson et al. argue that fostering historical thinking constitutes one of the essential objectives of contemporary education. Likewise, Miralles-Sánchez et al. emphasize that historical empathy contributes to a deeper understanding of historical events. Ofianto et al. identify the ability to analyze causal relationships among historical events as one of the key indicators of historical thinking [9].

Research on the educational value of historical novels also highlights the pedagogical potential of this genre. Studies conducted by Erol, Öztürk, and Altunay Şam and İskender Kılıç demonstrate that the use of historical novels enhances students' historical knowledge, increases their interest in historical topics, and promotes the development of analytical thinking skills.

2.2. Interpretive Education and the Methodological Foundations of Teaching Historical Novels

The teaching of historical novels involves not only the acquisition of historical content but also the interpretation of literary texts. Consequently, theories of interpretive education constitute one of the principal methodological foundations of this study. Louise Rosenblatt argues that textual meaning emerges through the interaction between the reader and the text. Hans-Georg Gadamer conceptualizes understanding as a dialogical process between the text and the reader. Similarly, Paul Ricoeur regards interpretation as a means of understanding human historical and cultural experience. These perspectives provide a theoretical basis for recognizing students as active interpreters in the process of

studying historical novels [10].

The interpretive approach is also consistent with contemporary pedagogical theories. John Dewey viewed education as a process of constructing knowledge through experience, whereas Paulo Freire emphasized the significance of dialogical education. Likewise, Lev Vygotsky and Jerome Bruner advanced the idea that knowledge is acquired through social interaction and active cognitive engagement.

Within the methodology of Uzbek literary education, the independent interpretation of literary texts occupies a prominent place. Q. Yo'ldoshev and M. Yo'ldosh, Z. Mirzayeva and K. Jalilov, and K. Husanboyeva emphasize the necessity of relying on students' independent reflection, critical reasoning, and individual interpretation when studying literary works [11]. Therefore, although existing research has explored various aspects of historical thinking, interpretive education, and pedagogical approaches, the methodological approaches and principles for teaching historical novels in higher literary education have not yet been sufficiently conceptualized as a unified integrative framework. The present study seeks to address this gap by developing an integrated methodological model for teaching historical novels in higher literary education.

3. Methodology

This study was designed as a qualitative research investigation aimed at identifying the methodological approaches and principles for teaching historical novels in higher literary education. The methodological framework of the study was grounded in the theory of historical thinking, the concept of interpretive literary education, and constructivist pedagogical approaches.

The research employed theoretical analysis, comparative analysis, content analysis, and theoretical modeling as its principal methods. Through theoretical analysis, national and international studies related to historical thinking, historical empathy, literary text interpretation, and literary education methodology were examined. Comparative analysis was used to identify the common and distinctive features of existing theoretical perspectives concerning the teaching of historical novels.

During the content analysis stage, methodological ideas presented in the selected sources were systematically categorized, and key themes related to historical thinking, interpretive activity, dialogic learning, reflection, and professional preparation were identified. Based on the findings, theoretical modeling was applied to develop an integrative model that synthesizes the methodological approaches and principles for teaching historical novels.

To ensure the reliability and validity of the study, sources representing different scholarly traditions and theoretical schools were comparatively examined, and the conclusions were formulated on the basis of multiple theoretical perspectives and research findings.

4. Results

4.1. Methodological Approaches to Teaching Historical Novels

The literature review revealed that the teaching of historical novels in higher literary education is based on the integration of several theoretical perspectives. The findings identified four principal methodological approaches to teaching historical novels: the historical-cognitive approach, the interpretive approach, the dialogic approach, and the competency-based professional approach.

The historical-cognitive approach aims to develop students' abilities to understand historical reality, analyze historical evidence, and recognize cause-and-effect relationships within historical processes [12].

The interpretive approach is grounded in the active interpretation of literary meaning and encourages students to engage in independent reflection and develop personal responses to literary texts.

The dialogic approach focuses on organizing discussions and exchanges of ideas

concerning historical and literary issues, thereby fostering the development of critical thinking skills.

The competency-based professional approach links the study of historical novels to the professional preparation of future literature teachers and contributes to the development of methodological thinking.

The analysis demonstrated that these approaches are most effective when applied in an integrated rather than isolated manner, thereby enhancing the overall effectiveness of teaching historical novels [13].

4.2. Methodological Principles of Teaching Historical Novels

Based on the literature review and methodological synthesis, five fundamental principles underlying the teaching of historical novels in higher literary education were identified: the principle of historicity, the principle of interpretiveness, the principle of dialogic interaction, the principle of self-awareness and reflection, and the principle of professional orientation.

The principle of historicity is based on understanding the relationship between historical reality, historical context, and the author's interpretation in the study of historical novels. This principle develops students' abilities to perceive historical processes as complex social phenomena and to analyze the relationship between historical facts and artistic representation [14].

The principle of interpretiveness recognizes the student as an active interpreter of literary texts. It enables students to formulate independent conclusions regarding historical characters, authorial perspectives, and the artistic representation of historical events.

The principle of dialogic interaction emphasizes communication among students, teachers, and texts during the study of historical novels. This principle promotes the comparison of different viewpoints, the justification of arguments, and the development of critical evaluation skills.

The principle of self-awareness and reflection involves students' reassessment of historical realities, historical figures, and their own perspectives. It contributes to the development of historical empathy and independent thinking.

The principle of professional orientation connects the study of historical novels with the professional preparation of future literature teachers. As a result, students learn not only how to analyze historical novels but also how to apply them effectively in their future pedagogical practice.

Thus, the identified principles provide a systematic theoretical framework for teaching historical novels and facilitate their integration into the professional training of future literature teachers [15].

4.3. An Integrative Methodological Model for Teaching Historical Novels

Based on the findings of the study, an integrative methodological model for teaching historical novels was developed. Within this model, the historical novel is regarded as the central component of educational content. The model is founded on the integration of historical-cognitive, interpretive, dialogic, and competency-based professional approaches.

The expected outcomes of the model include the development of historical thinking, interpretive competence, critical thinking, historical empathy, and professional-pedagogical reflection. In this framework, historical novels are viewed not merely as objects of literary analysis but also as pedagogical tools that contribute to the development of the professional competencies of future literature teachers [16].

The proposed model enables the teaching of historical novels to extend beyond the simple acquisition of historical knowledge. Instead, it provides a comprehensive methodological system designed to foster students' analytical, interpretive, and reflective abilities, thereby promoting deeper intellectual engagement with both literature and history.

Table 1. Methodological System for Teaching Historical Novels.

Approach	Content	Principle	Competency Developed
Historical-Cognitive	Analysis of historical events and processes	Historicity	Historical Thinking
Interpretive	Interpretation of literary texts	Interpretiveness	Interpretive Competence
Dialogic	Exchange of ideas and discussion	Dialogic Interaction	Critical Thinking
Competency-Based Professional	Orientation toward professional practice	Professional Orientation	Professional and Methodological Competence
Integrative	Interconnected and holistic development	Self-Awareness and Reflection	Historical Empathy and Historical Thinking

5. Discussion

The findings of this study indicate that limiting the teaching of historical novels solely to literary text analysis is insufficient for fully realizing their pedagogical potential. Historical novels constitute a complex educational resource that enables students to understand historical realities, compare diverse perspectives, and develop personal attitudes toward historical events. Although previous studies have emphasized the role of historical novels in fostering historical thinking and historical empathy, insufficient attention has been paid to their relationship with the professional preparation of future literature teachers within higher literary education. The results of the present study demonstrate that historical novels contribute not only to the development of historical thinking but also to the enhancement of methodological thinking among prospective literature teachers.

Furthermore, the study revealed the significance of the interrelationship between historical and literary thinking in the teaching of historical novels. This finding makes it possible to view the study of historical novels not merely as a means of acquiring literary knowledge but as a pedagogical process that supports students' personal and professional development.

Scientific Novelty of the Study

Existing research on the teaching of historical novels has primarily focused on separate aspects of historical thinking, interpretive education, or pedagogical technologies. In contrast, the present study examines these dimensions in an interconnected manner and develops a comprehensive methodological framework for teaching historical novels. The study substantiates, within a unified theoretical system, the role of historical novels in fostering historical thinking, interpretive activity, and professional preparation. Moreover, an integrative methodological model for teaching historical novels is proposed.

6. Conclusion

Historical novels in higher literary education should be regarded not only as a means of acquiring historical knowledge but also as an important pedagogical resource that contributes to the development of students' historical thinking, interpretive abilities, and professional identity. The findings of this study demonstrate the necessity of organizing the teaching of historical novels on the basis of the integration of historical, literary, and pedagogical components.

The proposed methodological model facilitates the activation of students' cognitive engagement, encourages independent reasoning, and promotes professional reflection throughout the process of studying historical novels. Consequently, the model provides a holistic framework for enhancing both academic and professional competencies among future literature teachers.

Future research should focus on implementing the proposed model within actual educational settings and evaluating its effectiveness through empirical and experimental

studies. Such investigations would contribute to further validating and refining the methodological framework developed in this study.

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