



Innovative Strategies And Interdisciplinary Practices In The Development Of Philological Disciplines (A Case Study Of A. P. Chekhov’s The Seagull)

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ABSTRACT

The article examines innovative and interdisciplinary approaches to studying A. P. Chekhov’s play *The Seagull*. It demonstrates how the integration of literary, psychological, cultural, and digital analysis makes literature instruction more meaningful and responsive to contemporary educational needs. Examples of interactive and project-based methods for working with the text are provided, aimed at developing students’ critical thinking as well as their creative and research skills.

Keywords:

Innovative strategies, ICT, teaching methodology, *The Seagull*, interactive technologies.

Information and communication technologies have considerable educational potential at such a crucial stage of working with a literary text as its analysis. Analytical work by upper-secondary students on female characters in A. P. Chekhov’s plays may involve examining these works within a broad historical and literary context, including their connections with texts by other authors - both contemporary writers and nineteenth-century playwrights [2]. In *The Seagull*, one can discern A. P. Chekhov’s responses to ideas that deeply concerned him - art, the struggle against routine in the art of his time, the search for new forms in drama, and the responsibility of talent to the demands of life [3]. E. S. Dobin aptly notes: “A. P. Chekhov wrote for the theatre and created a new mask for the ancient muse of the theatre, Melpomene - about art, about devotion to it, and about that through which art is created: creativity” [1].

A. P. Chekhov’s play *The Seagull* is a unique resource for implementing interdisciplinary methodologies, as it brings together philosophical, psychological, and cultural meanings, while the very structure of the work requires thoughtful, analytical reading.

1. Interdisciplinarity as the Basis for Analyzing The Seagull

A truly profound understanding of A. P. Chekhov’s play *The Seagull* is possible only through the integration of knowledge from different fields. This approach is referred to as interdisciplinary. It makes it possible to see in the work not only the plot and the characters, but also broader philosophical, cultural, and psychological themes.

- Literary studies reveals how Chekhov creates new dramatic forms and employs symbolism.
- Psychology helps interpret the inner experiences of Nina, Treplev, and Arkadina.

- Cultural studies explains why the characters live in an era marked by a crisis of former ideals and a search for meaning in art.

- Pedagogy suggests how reading the play can be transformed into a lively dialogue and a creative learning process.

- Digital technologies provide new ways to explore the text through visualization, interactive tasks, and online projects.

A modern literature lesson is grounded in the principles of learner activity, inquiry-based learning, and a dialogue of cultures.

Let us consider the most effective innovative strategies and methodological examples.

2. Interactive Reading and Work with Subtext

1. Role-based reading with “reflection pauses”

The teacher interrupts the reading and invites students to reflect on questions such as:

- Why does the character fall silent?
- What does Nina feel when she speaks about the “seagull”?
- What is the significance of the pause in the dialogue between Treplev and Arkadina?

Project-Based Learning

Objective: to develop research and communicative skills.

Project: “*The Symbolism of the Seagull in Literature and Art.*”

Student groups investigate:

- how the image of the seagull functions in Chekhov’s play;
- how theatre and film directors interpret this symbol;
- how the motif of flight and fall is represented in other art forms (painting, music, cinema).

3. Visual Interpretation Method

Objective: to develop associative and analytical thinking.

Students watch excerpts from different screen adaptations of *The Seagull* (2001 — *The Seagull* (Russia), directed by Oleg Yefremov and Nikolai Skorik, a televised performance by the Moscow Art Theatre actors), followed by a comparative analysis.

Discussion questions:

- How do the directors interpret the symbolism of *The Seagull*?

- Which artistic details have been preserved and which have been modified?

- How has the perception of the characters changed?

4. Discussion-Reflective Formats

Objective: to foster critical thinking and the ability to defend one’s position.

Mini-debate: “*What is more important for an artist—recognition or fidelity to one’s ideal?*”

Students are divided into two groups: supporters of Trigorin and supporters of Treplev.

Through discussion, students develop a conscious understanding of the conflict between art and life embedded in the play.

5. Psychological Analysis of Characters

Objective: to reveal the inner world of the characters through observation of their behavior.

Task: to create a psychological profile of one of the characters, based on their lines, gestures, actions, and reactions.

6. ICT Tools

The use of technology opens up new forms of text interpretation:

- creating visual essays in Canva on the topic “*What does the seagull symbolize?*”;
- designing virtual productions (digital sets, sound design, and visual imagery).

Interdisciplinary practices and innovative strategies applied to the study of A. P. Chekhov’s play *The Seagull* make the analytical process not only cognitively engaging but also learner-centered. The combination of philosophical, cultural, psychological, and digital approaches enables students to gain a deeper understanding of the literary text and to perceive it as a living world of ideas and emotions.

The use of interactive, project-based, and discussion formats contributes to the development of twenty-first-century competencies, including critical thinking, emotional intelligence, creativity, and the capacity for self-directed learning. Thus, innovative strategies and interdisciplinary practices in the development of philological disciplines transform literary studies from merely a science of the word into a space for personal growth and spiritual development.

References

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