

**THEORETICAL AND PRACTICAL ASPECTS OF DEVELOPING AESTHETIC
TASTE THROUGH ARTISTIC LITERATURE IN DIRECTING EDUCATION****Sh.N. Ikramov**

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Abstract: This article analyzes the role and significance of artistic literature in developing aesthetic taste within directing education. It examines, from both theoretical and practical perspectives, how literary works contribute to the moral and ethical worldview, emotional perception, and creative thinking of young directors. The study also highlights pedagogical methods that enhance the ability to analyze literary texts, develop figurative thinking, and use literary sources effectively in the process of staging performances.

Keywords: aesthetic taste, directing education, artistic literature, creative thinking, teaching methodology, art of directing, aesthetic education, literary analysis.

Aesthetic taste holds a special place in a person's spiritual life, as it represents a higher form of creative thinking. Through aesthetic taste, an individual not only perceives works of art but also gains the ability to evaluate their ideological and aesthetic value and draw moral conclusions from them.

Scholars have defined the concept of artistic taste in various ways. In psychology, it is interpreted as a harmony of feeling and intellect; in aesthetics, as the ability to perceive and evaluate works of art; and in pedagogy, as a key moral quality that shapes an individual's spiritual and ethical worldview, creative enjoyment, and aesthetic consciousness [1, p.21].

Developing aesthetic taste is crucial in training future directors because it allows them to create harmony among stage images, ensure expressive movement and speech, and establish an overall aesthetic atmosphere. Without aesthetic taste, a director's stage decisions may appear lifeless and lack emotional impact on the audience.

As the Roman philosopher Cicero noted, "Among all forms of art related to humanity, there exists a certain universal connection." Based on this idea, it can be said that every art form—including literature—is part of the universal process that nurtures human taste [2, p.145].

Artistic literature plays an invaluable role in directing education. Literature reveals the subtlest facets of a director's thinking, enriches his emotional world, and broadens his worldview. It serves not only as a source of knowledge and aesthetic pleasure but also as a fundamental means of shaping a director's stage imagination.

Historically, theatre art has evolved in close connection with literature. Aristotle's Poetics explains the principles of art primarily through literary and aesthetic criteria. Therefore, for a director, understanding and analyzing literature is a professional necessity.

For future directors, studying literary works, analyzing characters' inner worlds, and understanding dramatic structure form essential components of professional preparation. Through artistic literature, student directors learn not only to understand their own emotions but also to empathize with the experiences of others. In this process, they:

- comprehend psychological states;
- master the principles of character creation;

- develop analytical and creative thinking skills.

Through literature, the deepest layers of human emotion are revealed. A director's aesthetic taste develops precisely through interaction with literature. For instance, when studying a novel or play, a student director strives to express its ideological and aesthetic value through stage means [3, p.14].

Thus, literature serves as a primary source in directing education that nurtures artistic taste, enriches creative thinking, aesthetic consciousness, and stage imagination.

To ensure effective use of literature in directing education, specific pedagogical and methodological approaches must be developed. The process of aesthetic formation through literature does not occur spontaneously; it must be purposeful and methodically structured to yield the desired outcome.

Methodology of Moral and Ethical Education:

In literary works, the human soul, character, and life's contradictions are portrayed with deep artistic expression. Therefore, through literary texts, student directors:

- recognize human virtues;
- reflect on moral values;
- form attitudes toward social life.

Discussion and debate methods are particularly effective here. After reading a play, for example, students can debate the characters' actions and moral choices, which enhances their independent thinking.

Methodology of Aesthetic Impression Formation:

Another important direction in using literature is evoking aesthetic perception. The following methods are recommended:

- **Expressive reading and analysis:** reading texts in a performative manner to perceive images emotionally and tonally.
- **Improvisational staging:** dramatizing short excerpts to feel the character's emotional essence.
- **Authorial style analysis:** examining the writer's language, system of imagery, and aesthetic ideas.

Methodology of Creative Analysis:

Using literature as a means of creative analysis is particularly effective in directing education. During this process, student directors:

- analyze the plot and dramaturgical structure of a work;
- identify internal and external conflicts among characters;
- propose stage solutions that correspond to the work's central idea.

The **case-study** method can be applied effectively here. For instance, while studying Shakespeare's Hamlet, each student can be assigned to stage a short scene through the perspectives of Hamlet, Ophelia, or Polonius. This approach strengthens both literary analysis and stage interpretation skills.

In directing education, not only world literature but also **national literature** plays an important role. By staging characters rooted in their cultural context, students gain a deeper understanding of national aesthetic thought. Comparing national and world literary works fosters a broad and creative worldview.

The methodology of using artistic literature in directing education is closely linked to moral-ethical upbringing, evoking aesthetic pleasure, and creative analysis. When these processes are purposefully organized, students' artistic taste develops significantly.

The process of developing aesthetic taste among future directors follows certain pedagogical principles. In psychology and aesthetics, taste is regarded as the individual's figurative perception and emotional-intellectual response to art. Therefore, for a director, artistic taste is not merely a matter of personal preference or emotion—it serves as a key criterion in making creative decisions.

Literature's influence lies in its ability to reveal the essence of human character, social relationships, and the human psyche. This process prepares directors to create stage images and influence the audience's perception. For example, Shakespeare's tragedies teach understanding of human contradictions, while Abdulla Qodiriy's works nurture appreciation of national spirit [1, p.63].

Moreover, in forming aesthetic taste through literature, the characteristics of the modern student environment must be considered. Since today's youth grow up in a highly visual information culture, literature should be integrated with theatre and cinema arts for more effective learning outcomes.

Engaging creatively with literature develops not only the theoretical knowledge of directors but also their emotional experience and social responsibility. This process shapes them into individuals who are not only creative professionals but also morally conscious members of society.

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