

THE XX-CENTURY ENGLISH UPBRINGING NOVEL

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Abstract: *This article is dedicated to the novel of education which is associated with the production of socio-cultural identity and has an institutional influence on the subject of the reader, which is found in its story: the presentation of the author's experience by the text as a subject of culture; the author's imperative "upbringing" position; the presence of a specific 'zone of reflection' the author distinguishes between enlightened and modernist novels of upbringing: an enlightened novel is characterized by the rational formation of a hero, the educational process is manifested in it as a 'sculpture' of an exemplary subject.*

Key words: *hero, narrative genres, socio-cultural, plot, upbringing, educational, search.*

The connection of literature with rituals in general and, in particular, with the initiation ceremony, and therefore with myth and fairy tale, as prototypes of genres for later Epic forms, as cultural invariant, the plot core of the beginning has always been the object of study of ritual-mythological and formal schools in literary criticism. Referring to the plot of the beginning can be associated with the process use of various socio-cultural stereotypes in art. The authors attract such qualities as the universality, holiness, archetypal nature of the myth, on the one hand, its interaction with national identity, on the other, with universal values. The story of the educational novel contains a variety of mythologies, stable literary and folkloric motives, and its structural similarity can be assumed to be a fairy-tale scheme.

In addition to texts directed directly to the initiative, with which it is typologically comparable, the scheme of the initial plot in literature is artificially distinguished and has a conditional character, since we are talking about a certain framework, the randomness of the Universal Laws of the story, since "the separation of a person from a team can be based on the concept itself. An educational novel is among the texts, where such a comparison has a "direct meaning": "the structures of the beginning and the similarity of the legend, epic, fairy tale have a more general meaning. A number of attempts have been made to extend the comparison based on this similarity to other narrative genres, including non-folkloric ones. In this study, the reference to the plot initiation scheme is associated with an attempt to theoretical and historical and literary understanding of the functioning of the novel education genre in English-language literature of the second half of the twentieth century, as well as its consideration goes beyond the boundaries of immanent genre analysis, non-literary factors and institutionalization functions of such texts are considered.

From the point of view of the researcher, the novel of education is associated with the production of socio-cultural identity and has an institutional influence on the subject of the reader, which is found in its story: the presentation of the author's experience by the text as a subject of culture; the author's imperative "upbringing" position; the presence of a specific "zone of reflection" the author distinguishes between enlightened and modernist novels of upbringing: an enlightened novel is characterized by the rational formation of a hero, the educational process is manifested in it as a "sculpture" of an exemplary subject. In the novel of modernist education, pre-assigned socio-cultural meanings and values are false rather than true, and the path of the hero involves the search for its own meaning.

After the crisis of the traditional form of the novel at the beginning of the IX-XX centuries, U. Krause, "doubts about the integrity of personality and the fragmentation of personal experience", "should revise the previous categories of describing reality in the novel". The crisis associated with the loss of usual values, deprivation of humanity, dismantling, determines the appeal to the updated form of the novel, associated with the growth, formation, internal transformation of the hero.

The relationship of the novel of education with the historical and cultural context, as well as the national identity of the genre, has already been noted. The concept of personality, formed at the beginning of the twentieth century, returns both to the image of a romantic hero (his "contrast", "multifaceted"), and to the experience of psychological prose of the XIX century, as well as heterogeneous manifestations of the beginning of the century (naturalism, symbolism). Researcher, Ginsburg quoting the idea that the "diverse", "multi-stage" scope of the person of the age of realism still meets certain limits, states that "the 'decadent' person defined by the end of the 9th century is clearly different because he crosses boundaries and builds himself from previously forbidden elements". The image of the main character, the developing subject, has changed at different times in accordance with different literary traditions, the type of national models of the educational novel, the views of individual writers. The child of the romantics manifests itself as a holy and immaculate being, a pure spirit untouched by civilization. In 20th - century literature, the image of a child often has such characteristics as anger, selfishness, cruelty, revenge.

At the same time, another perception and image of the child: D. Selinger is present in Harper Lee's work. Speaking about the development of the parent novel genre in the 20th century, it is necessary to take into account the aforementioned trend, which is described as a "generalization of the genre" – the parent novel is closely related to the travel novel and remains an important component of all types and forms of this genre in the 20th century. A distinctive feature of 20th-century literature is the appeal to legend and it is these characteristics that are important in the search for an answer to the question of the place of man in the world, his growth the limits of freedom.

The plots of the novel of education of the 20th century resemble a scheme of dedication legends the heroes get lost in an unclean world, in a world of delusions and illusions, and then stand on the path to the search for real knowledge. The appeal of the characters to themselves, to their spiritual essence, is the beginning of their spiritual transformation, which represents the path of salvation in the artistic world of the novel. A new type of the novel of education is inextricably linked with a traditional educational novel, retaining the features of the formation of the main genre, reflecting them as a kind of genre. The "hero story" remains at the center of the image, but the emphasis changes: the hero emphasizes not only the path he gained experience and grew up on, but also the possibility of its formation. In a traditional the novel of education the formation is described as a linear and constructive process, in a new type of educational novel the old "I" dissolves and gives rise to a new "I", thus making similar texts radically different from a traditional educational novel.

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