

**ANALYSIS OF THE CHILDREN'S CHARACTERS IN ROALD DAHL'S NOVEL: CHARLIE AND THE CHOCOLATE FACTORY****Tog'aymurodova Xurshida Shaydullayevna  
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**Abstract:** *Children's literature or children's books particularly by Roald Dahl have been adapted into many films and have received overwhelming response from children all over the world. Unlike novels for the adults, children's books explore the conflicts and challenge the children's characters encounter in their everyday lives. In addition, the issue of morality and moral values are always associated with the children's books. Thus, this research aims to discuss morality by analysing the children's characters in Charlie and the chocolate factory (1964) by Roald Dahl. The main focus of this study is the children's mature and immature morality that is potentially helpful to assist teachers and parents to be aware of the moral values highlighted in children's books. Gibbs' Revisionist Model is used in order to analyse the mature and immature morality of the children's characters. This study adopts a textual analysis in order to reveal the children's characters' morality and the moral values arising from the texts. The findings intend to demonstrate that children's books, particularly this novel, is relevant to be used as a medium to promote moral values.*

**Keywords:** *moral development, morality, moral knowledge and moral values*

**Аннотация:** *Детская литература или детские книги, особенно Роальда Даля, были экранизированы во многих фильмах и получили огромный отклик у детей во всем мире. В отличие от романов для взрослых, детские книги исследуют конфликты и бросают вызов детским персонажам, с которыми они сталкиваются в своей повседневной жизни. Кроме того, проблема морали и нравственных ценностей всегда связана с детской книгой. Таким образом, это исследование направлено на обсуждение морали путем анализа детских персонажей в «Чарли и шоколадной фабрике» (1964) Роальда Даля. Основное внимание в этом исследовании уделяется зрелой и незрелой морали детей, которая потенциально может помочь учителям и родителям осознать моральные ценности, освещенные в детских книгах. Ревизионистская модель Гиббса используется для анализа зрелой и незрелой морали детских персонажей. В этом исследовании используется текстологический анализ, чтобы выявить мораль детских персонажей и моральные ценности, вытекающие из текстов. Полученные результаты призваны продемонстрировать, что детские книги, особенно этот роман, уместны для использования в качестве средства продвижения моральных ценностей.*

**Ключевые слова:** *нравственное развитие, нравственность, нравственные знания и нравственные ценности.*

Hunt (1994) regarded children's literature as a piece of writing that is suitable and meant for children. Lim (2009), in her article *Writing for Asian children: history, fantasy, and identity*, supported this view by claiming that —children's literature is a genre that is quite distinctive from fictions for adults and has very much its own set of conventions (p. 21). If literature deals with the range of human emotions and engages the readers' feelings and experience, children's literature helps children to explore their own thoughts and learn to understand others. Hafez (2002) claimed that —the books that children read will help mould and influence their view of life and the way they realise their experiences (p. 158). This leads them to understand certain events and relate them with the situations in the real world. Besides, children's literature offers an opportunity for children to dwell on fantasy, cope with trauma and develop self-confidence during the childhood years. This is because this type of literature enhances the development of self-esteem among children. Furthermore, children's literature is a powerful tool to promote moral values. Stories for children are significant as they have the elements of adventure, entertainment and education that teach children to behave in the society in a proper way (Coody, 1999). This also makes writers of children's books produce more writings for young readers. The story of *Alice's Adventures in Wonderland* by Lewis Carroll and *Hansel and Gretel* by Brothers Grimm for example, remain in children's hearts because of the adventures, magic, and fantasy that awaken children's imagination (Mikkelsen, 1997; Kow, 2007; Gruner, 2009). However, West (1988) believed that the novels that children like best are the ones that represent their own social and moral development. Thus, the books that look appealing to grownups might not be interesting to children since the way children perceive the world might be different from the way adults do. In the modern era, there are a number of children's books written to meet the needs and pleasures of children apart from considering the moral values conveyed. To encourage children to read might be a difficult task for certain parents, since teachers usually feel a good book for children is the one that deals both with children's adventures and appropriate values. The characters in the stories, for example, must behave properly, while doing good deeds and respecting others is essential to educate the children. However, Mikkelsen (1997) stated that although these elements are important, good children's literature should also contain innovative ideas that stimulate children's emotions and imagination. Thus, encouraging children to judge the appropriateness of their behaviour can the children's stories since this enables them to relate their personal experiences and understand their parents' reactions. This study uses thematic analysis, and the analysis uses Gibb's (2003) Revisionist model to look at the mature and immature morality of the children characters. The characters' mature and immature morality are analysed based on the interaction with the peers and adults through the 16 values as implied in the *Moral Education in Malaysia*. In this study, the mature and immature morality is significant to understand the children's characters in the novel. Extracts will be taken from the novel so that the moral development of the children characters can be analysed through the characters' thoughts, words and actions. Three children characters are selected in this study. They are Augustus Gloop,

Veruca Salt and the protagonist – Charlie Bucket Level stated that there are 16 values congruent to the universal values being taught to school children to ensure healthy relationship among family members, peers and members of the society. The 16 values are listed below prohibited from committing such an action. Despite the advice given by the adults, he —had quietly sneaked down to the edge of the river (Dahl, Charlie and the Chocolate Factory, 1964, p. 96). Gibbs (2005) stated that a person who depicts immature morality feels that —authority should not boss anyone around (p.148). This has been proven when his mother does not approve of his behaviour, so she asked him to stop by exclaiming, —Augustus, sweetheart. I don't think you had better do that. Portraying an —egocentric manner which depicts immature morality (Gibbs, 2005), he ignores his mother and —he was now kneeling on the riverbank and starts —scooping hot melted chocolate into his mouth as fast as he could. These scenes depict Augustus' character as a greedy boy whose insatiable manner is caused by the fear that others would have a share for the delicious chocolate soon

**Conclusion** Morality and the issues of morality cannot be separated from children. Children learn to become socially become persons through experience and encouragement from the elders. For instance, socializing with adults and peers help children understand the value of respect, responsibility, In Charlie and the Chocolate Factory, the bad characters being punished signify the egocentric behaviour of each to achieve personal fulfillment. Their immature moral-ity is mostly depicted by their egocentric and non-emphatic manner. From the analysis, it is revealed that Augustus is greedy and oblivious while Veruca is spoilt and bossy. Both children share the same characteristic—they are disobedient. As a result, punishment serves as a way to correct their immature behaviour. Although Dahl does not clearly state in this novel whether the children characters such as Augustus and Veruca learn their lesson for each punishment given, the audience especially young readers probably learn to behave better if they know that good and moral virtues triumph a victory while evil and bad deeds deserve a punishment. This can be clearly seen through the analysis in which Augustus' greediness sent him up to the pipe and Veruca's spoilt attitude leads her to the rubbish chute. This helps young readers understand the consequences of their bad habit by relating them to the real world. The value of obedience, responsibility and honesty are also identified in the novel. Children who are disobedient, greedy. The value of obedience, responsibility and honesty are also identified in the novel. Children who are disobedient, greedy and aggressive towards the parents and others are depicted as immature and are punished to correct their misbehaviour. Parents also play major roles in educating the children to well-behaved. In order to shape a moral individual, moral values should be implemented since childhood.

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