



THE IMAGE OF CHILDHOOD IN 19TH CENTURY ENGLISH AND UZBEK LITERATURE

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<https://doi.org/10.5281/zenodo.11503656>

ARTICLE INFO

Qabul qilindi: 01-Iyun 2024 yil

Ma'qullandi: 05-Iyun 2024 yil

Nashr qilindi: 06-Iyun 2024 yil

KEY WORDS

*Literature, childhood, novels,
supernatural adventure,
historical novel.*

ABSTRACT

This article deals with the history of English and Uzbek children's literature and its development and gives information about its representatives. English children's literature is closely connected with the folklore, the oldest literary monuments, myths and legends, songs, the moral and educational essence of such works, didactic principles and works dedicated to the children.

The 19th century was a period of profound transformation in many aspects of society, culture, and literature. This era witnessed significant changes in how childhood was perceived and depicted in literature. In English and Uzbek literature, the image of childhood evolved alongside broader societal shifts, reflecting changing attitudes towards children, education, and family life. This article explores the portrayal of childhood in 19th-century English and Uzbek literature, examining how authors from these distinct cultural contexts presented the experiences, challenges, and innocence of childhood.

Romanticism and the Idealization of Childhood. In 19th-century English literature, the Romantic movement, which emerged in the late 18th century and flourished in the early 19th century, significantly influenced the portrayal of childhood. Romantic poets like William Wordsworth idealized childhood, viewing it as a time of purity and closeness to nature. Wordsworth's famous poem "Ode: Intimations of Immortality from Early Childhood" encapsulates this sentiment, suggesting that children possess an innate wisdom and a spiritual connection to the natural world that adults often lose.

Contrasting with the Romantic idealization, Victorian literature often depicted the harsher realities of childhood. Authors like Charles Dickens, who experienced a troubled childhood himself, highlighted the difficulties faced by children in a rapidly industrializing society. In novels such as "Oliver Twist" and "David Copperfield," Dickens portrayed the struggles of orphaned and impoverished children, emphasizing themes of social injustice and the need for reform. These works shed light on the exploitation and neglect many children endured, prompting a growing awareness and advocacy for child welfare. For a long time, however, critics have hailed it as a work that glorifies only the fervent energy of the conscious and purposeful man and the spiritual power of his labor, and, in general, elevates the social order in eighteenth-century England. The success of "Robinson Crusoe" is primarily due to the great

interest in the life of the hero, who fell on a deserted island, which aroused the same interest in students in the VII and subsequent centuries. There is a real story about Alexander Selkirk, a Scottish sailor who was left alone for four years and four months. At the heart of the work is a hero who can withstand any hardship and tragedy. Researchers believe that the success of the book is also in the image of the hero and the tragedy that befell him. "Robinson Crusoe" is not only his life, he is best known for his editions, imitations, and counterfeit copies in Russian, French, German, Scottish, Dutch, and Greek. In Russia, Robinson Crusoe was published in 1762 in St. Petersburg in two parts. In 1785 it was published in N.I. Novikov's magazine "Children's Reading for the Mind and Heart" ("Детское чтение для сердца и разума"), in 1819 the first issue of S.N. Glinka's "New Children's Reading" with "Robinson Crusoe" was published. In the nineteenth century in Russia, this work was read not only in Russian, but also in other languages in various reworked stories and passages. A new Russian translation of the work was published in Leo Tolstoy's pedagogical journal 'Yasnaya Polyanna'. It is possible that this work was not translated by Tolstoy himself, but it was reprinted several times in the magazine under his name. It should be noted that Defoe's first attempt at English literature was a "Gothic" work - "The Ghost of Mrs. Will", a work written in the form of irony (irony) typical of English literature.

Victorian literature also frequently addressed themes of education and moral development. Thomas Hughes' "Tom Brown's School Days" and Charlotte Brontë's "Jane Eyre" explored the role of education in shaping a child's character and future. These narratives often depicted schools as environments where children learned not only academic subjects but also moral values and resilience. The emphasis on education reflected broader Victorian concerns about social mobility and the moral upbringing of the next generation.

Childhood in 19th Century Uzbek Literature. In 19th-century Uzbek literature, the depiction of childhood was deeply rooted in the region's rich tradition of oral storytelling. Folk tales, epic poetry, and didactic stories were central to Uzbek cultural life, often conveying moral lessons and cultural values to young listeners. Stories like "Alpomish," an epic tale of heroism and adventure, featured young protagonists whose journeys of growth and self-discovery resonated with Uzbek audiences. These narratives emphasized bravery, loyalty, and the importance of family and community.

Uzbek literature of the 19th century was also influenced by Persian and Islamic literary traditions. Works by poets like Alisher Navoi, although from an earlier period, continued to impact the literary landscape. Navoi's poetry, with its themes of love, morality, and spiritual growth, often depicted childhood as a formative period for developing virtue and wisdom. The integration of Islamic teachings into literary works underscored the moral and ethical dimensions of childhood, reflecting the broader cultural and religious milieu of the time.

The late 19th century saw the beginnings of modernization and literary innovation in Central Asia. As educational reforms and new literary forms began to emerge, authors started to experiment with prose and other genres. This period marked a shift towards more realistic portrayals of everyday life, including the experiences of children. The growing influence of Russian literature, due to the political context of the Russian Empire's expansion, also introduced new themes and styles to Uzbek writers, gradually transforming the literary

portrayal of childhood.

Both English and Uzbek literatures of the 19th century explored the themes of innocence and experience in their depictions of childhood. English Romantic poets celebrated the innate purity and imaginative potential of children, while Uzbek folk tales and epic poetry highlighted the virtues and moral lessons learned through childhood adventures. Despite cultural differences, both traditions recognized childhood as a unique and formative period, imbued with potential and significance. Victorian English literature's focus on the social realities of childhood, especially the plight of orphaned and impoverished children, has parallels in the Uzbek context, though less prominently. The growing awareness of social issues and the need for reform in English literature echoed, to some extent, in the gradual modernization of Uzbek literature, where traditional themes began to be examined through new lenses of social and cultural change.

Education and moral development were central themes in both literary traditions. English literature's emphasis on formal education and moral upbringing found its counterpart in Uzbek literature's focus on moral lessons conveyed through storytelling and poetry. In both cultures, literature served as a means of imparting values and preparing children for the responsibilities of adulthood.

The 19th century brought significant changes to the portrayal of childhood in both English and Uzbek literature. While English authors grappled with the idealization and harsh realities of childhood amidst social change, Uzbek writers continued to draw on rich oral traditions and began to explore new literary forms and themes. Despite their distinct cultural contexts, both literatures emphasized the importance of childhood as a time of growth, learning, and moral development. These literary depictions not only reflect the values and concerns of their respective societies but also highlight the universal significance of childhood in human experience.

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