



THE MANIFESTATION OF HYPOTHETICAL ELEMENTS IN  
THE EDUCATIONAL-BIOGRAPHICAL NOVEL "USMON  
NOSIR"

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ABSTRACT

*This article ceives a literary scientist successfully used hypothetical elements in the educational and biographical novel of Academician Naim Karimov. The author's hypothesis is analyzed that the fact that these hypotheses are confirmed through internal interest and logical thinking.*

**Introduction.** During the independence period, there has been an intensified effort in national novel writing to create captivating works by infusing life into factual details, giving them full vitality, and intertwining thought with imagination. The educational-biographical novels by Naim Karimov are, first and foremost, a unique phenomenon born from the harmonious fusion of science and art. To achieve this harmony and allure, documents and evidence alone are insufficient. Works of this genre necessitate the incorporation of hypotheses.

Various observational conclusions and scientific research results transform into evidence through the verification and in-depth study of multiple hypotheses. While proven hypotheses become scientific knowledge, those requiring further proof open new avenues for research in science. The presence of hypotheses is natural wherever knowledge exists. The biographical method, one of the research approaches in literary studies, cannot exist without hypotheses. This is because it is impossible to know the complete biography of a character whose image and nature are being portrayed; that is, one cannot reconstruct another person's life day by day on a purely documentary basis. However, the educational-biographical novel genre, being a blend of art and science, demands the animation of facts about the protagonist and the filling of gaps. This, in turn, necessitates the inclusion of hypotheses in the work. Through these hypotheses, it becomes possible to uncover new perspectives on the life and work of the protagonist.

Literary scholar and academician Naim Karimov, in his five-part educational-biographical novel "Usmon Nosir" (2022), has succeeded in reconstructing the poet's tragic life year by year. He achieved this by conversing with people who had seen and known Usmon Nosir, working for many years in various archives, and even visiting the places where the poet spent his final days. In a sense, this novel was written as a response to the research of Usmon



Nosir's niece, Nodira Rashidova ("In Search of Usmon Nosir" (1987)). Prior to this, Naim Karimov had already presented his readers with major works about his subject: "Usmon Nosir: Scenes from his Life, Documents, Legends" in 1993 and "Usmon Nosir's Last Days" in 1994 (the latter was also translated into the Karakalpak language in 1996). Additionally, numerous articles by the author about Usmon Nosir were published in the press, such as "Kumush irmoq" (1983), "Bir satri ham unutilmaydi" (1989), "Ajdah komida" (1990), "Shoir izlarini izlab" (1990), "E'tiqod"(1994), "Moviy ko'zlar tasviri" (1997), "Iste'dod yolqini". Several articles have also been published in Russian.

Among Naim Karimov's educational novels, we most often observe the manifestation of hypothetical elements in the biographical novel "Usmon Nosir." As the author himself notes, "More lies have been written about Usmon Nosir's life than truths. Especially those who consider themselves relatives of Usmon Nosir have fabricated so many false statements that it is not easy to distinguish the truth about Usmon Nosir from these statements." [1, p. 3]. In this work, the author responds to the narratives about events in Usmon Nosir's life with his hypothetical reasoning, guided by his inner intuition and mentally and emotionally processed evidence. While he shows inclination towards some accounts, he refutes others. Thus, he organizes historical documents in harmony with his hypothesis.

Hypothetical elements are phenomena or events that do not exist in real life, or exist but are unknown to science, imagined by the author through their inner intuition. These hypotheses serve to deeply understand an idea, develop a critical attitude towards reality, and instill certain moral ideas in the reader. In educational novels, hypothetical elements are manifested in the following forms:

a) Depiction of utopian or dystopian societies

In an educational novel, the author tells the story of their protagonist against the backdrop of an ideal society or its antithesis, criticizing problems in real life. For example: The pages describing Usman Nasir's arrest, interrogation, court proceedings, and his life in the Kolyma camp, Zlatoust prison, Magadan "Expedition" camp, the Disabled People's Town, and the Mariinsk labor camp compel the reader to reflect on the injustices occurring in society in the recent past and today. Indeed, as the author emphasizes, "Justice was the only thing he wanted to find in this world, to find through burning passion, to find even at the cost of his life." [1, p. 368].

b) Hypothetical characters or situations

This involves expressing societal concepts and values through archetypal images. Since the educational-biographical novel "Usman Nasir" is about a real person and is based on documents, there are no hypothetical characters in the novel. However, there are many hypothetical situations. For instance, one can cite the example of the cold relationship between Usman Nasir and his stepfather in the early period of his life and the fact that these relationships improved for reasons "unknown" to the author. To explain this situation, the author approaches it as impartially as possible. By addressing issues such as the suffering inflicted on the poet by his stepfather and the flaws that developed in his character, the author aims to convey to the reader the poet's inner world and the complexities of his life.

d) Philosophical experience or hypothetical events



Sometimes the author uses the question "what if?" to confirm or refute a philosophical idea. This is a purely hypothetical approach. The purpose is to encourage readers to think and validate their worldview. We encounter such a situation in the pages describing Usman Nasir's one-year education in Moscow, his departure from there, and his friendship with Musa Jalil. In the work, statements like "It is not impossible that Usman, who met with Musa for several months and went with him to theaters and exhibitions, also visited the dormitory where he lived" [1, p. 93], or "Who knows, perhaps there were other reasons why Usman dropped out of his studies in Moscow" [1, p. 95] encourage the reader to reflect and internally contemplate the hero's life and feelings.

e) Description of internal psychological states

The author describes the emotional experiences of his protagonist based not on facts, but on his own imagination. In the work, the author vividly portrays before the reader's eyes Usman Nasir's expulsion from home, his placement in the "Dor ush-Shafaka" boarding school through his childhood friend Muydin Burkhanov at his mother Khalambibi's request, the children going home at weekends leaving Usman alone in the boarding school, and as if all the torture after his arrest was not enough, his stepfather's rejection of him - all of this based on both documents and his own hypotheses. This inner depression of Usman Nasir is not fully confirmed by historical documents but is presented as an artistic and spiritual exploration.

f) A new perspective on historical facts

Based on existing historical data, the author provides alternative scenarios through questions such as "what would have happened if it had been different?" For example, Naim Karimov answers the question of the "Oyina.uz" correspondent F.Khayrullayeva: "Tell me, if the poet had not been exiled then and perished in distant lands, what would have become of him?"

There are opinions that "If Usman Nosir hadn't died young, he would have written at the level of Abdulhamid Cholpon, and perhaps even surpassed him." However, it's better to be realistic. When Usman Nosir began to gain some fame, he turned to alcohol. As a result, many poets close to him, such as Oybek and Gafur Gulom, distanced themselves from him. He even severely insulted Gafur Gulom. After that, Gulom never spoke well of Usman Nosir until the end of his life. You know, it's difficult for a person addicted to alcohol to turn back, and dying from it is not uncommon... Therefore, I refrain from saying, "If Usman Nosir hadn't been repressed, he would have been a genius poet and would have written great works".

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1. Provides an in-depth look at history
2. Stimulates the reader's thinking
3. Serves to develop critical and independent thinking in the younger generation



4. Creates a personalized historical perception

Historical facts, synthesized with the author's hypothesis, give the work a unique educational spirit. This is evident when reading the educational-biographical novel "Usmon Nosir". Through the work, the reader feels like a peer, contemporary, empathizer, and confidant of Usmon Nosir. They engage in close communication with him as if in conversation. This aspect demonstrates that despite being based on numerous documents and scientific data, the events of the work are vividly depicted, making it easy to read, fluent, and quickly comprehensible. The success of the work lies in its combination of scientific and popular appeal, as well as its documentary and hypothetical nature.

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