

# The narrative point of the novel of education of the twentieth century

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**Abstract.** This article is dedicated to the narrative of the novel of upbringing includes various myths, stable literary and folklore motifs, and its structural analogy, one can assume, is the scheme of a fairy tale. There is a point of view associated with the fact that, in addition to texts directly focused on initiation, typologically comparable to it, the plot scheme of initiation in literature is artificially distinguished and is conditional, since it is more about the coincidence of a certain frame, universal laws of narration.

**Key words:** narration, the novel of education, myth, universality, sacredness, archetypal, author's experience.

The novel of upbringing becomes one of the artistic methods of understanding the objective world, ways of socializing a person. The connection of literature with rituals in general and the rite of initiation in particular and, consequently, myth and fairy tale as genre prototypes for subsequent epic forms, the plot core of initiation as a cultural invariant have always been the object of study of ritual-mythological and formal schools in literary studies. The appeal to the initiation plot can be associated with the process of "myth", that is, the use of various socio-cultural stereotypes in art. The authors are attracted by such qualities of the myth as universality, sacredness, archetypal, correlation with national identity, on the one hand, and with universal values, on the other.

The narrative of the novel of upbringing includes various myths, stable literary and folklore motifs, and its structural analogy, one can assume, is the scheme of a fairy tale. There is a point of view associated with the fact that, in addition to texts directly focused on initiation, typologically comparable to it, the plot scheme of initiation in literature is artificially distinguished and is conditional, since it is more about the coincidence of a certain frame, universal laws of narration, because "the isolation of an individual from a collective can be the basis of the concept itself the hero's departure and return – through a fairy tale – have become the framework for most plots, the characteristic rhythm of losses and gains is also found in many genres." The novel of upbringing is ranked among the texts where such a comparison has "immediate meaning". "A more general meaning is the similarity of the structures of initiation and myth, epic, fairy tale. Based on this similarity, a number of attempts have been made to extend the comparison to other narrative genres, including non-folklore ones.

In the present study, the appeal to the plot scheme of initiation is associated with an attempt to theoretical and historical-literary understanding of the functioning of the genre of the novel of education in the English-language literature of the second half of the XX century, as well as with the fact that its consideration goes beyond the boundaries of immanent genre analysis, extra literary factors and institutionalizing functions of such texts are considered. The novel of education, arising in the literature of Enlightenment and functioning throughout modernity, acts as one of the cultural institutions. Outside of the analysis of its institutional impact, the novel of upbringing can be perceived and is perceived only as one of the literary genres, while for three centuries it has been performing the functions of regulating society. From the point of view, the novel of education is associated with the production of socio-cultural identity and has an institutional impact on the reading subject, which is found in its narrative: the text's

representation of the author's experience as a subject of culture; the author's imperative 'educating' position; the presence of a specific 'zone of reflection' in which the reader's education is carried out; as well as the presence of suggestive mythologies and literary archetypes that ensure the reader's uncritical perception of the novel. The author distinguishes between the enlightenment and modernist novels of education: the enlightenment novel is characterized by the rationalized formation of the hero the process of education appears in it as the "molding" of an exemplary subject. In the modernist novel of upbringing, the pre-conceived socio-cultural meanings and values turn out to be not true, but false, and the hero's path involves a painful search for his own meaning. After the crisis of the traditional form of the novel at the turn of the XIX-XX centuries, which exposed doubts about the integrity of personality and the disintegration of personal experience, there is a need to rethink the previous categories of the representation of reality in the novel. The crisis associated with the loss of familiar values, dehumanization, dismantling, causes an appeal to the updated form of the novel associated with growing up, becoming internal change of the hero.

The image of the main character, becoming a subject, changed at different times in accordance with different literary traditions, the type of national models of the novel of upbringing, the view of individual writers. The child is shown by Romantics as a holy and immaculate being, by J.J. Rousseau is a pure soul, untouched by civilization. In the literature of the XX century, the image of a child is often endowed with such features as bitterness, selfishness, cruelty, vindictiveness. In parallel, there is another perception and image of the child: in the work of J.D. Salinger, Harper Lee, the opposite tendency prevails, idealization, perception of children as "lambs". Speaking about the development of the genre of the novel of education in the XX century, it is necessary to take into account the already mentioned trend, which is defined as "genre generalization" – the novel of education is closely related to the novel of wanderings and remains an essential component of all types and forms of this genre in the XX century. A characteristic feature of the literature of the XX century is also the appeal to myth, myth and demythologization, it is these features that become key in the search for an answer to the question of a person's place in the world, growing up, the boundaries of freedom. The plots of the novels of education of the XX century resemble the scheme of initiation myths, the characters seem to wander in a profane world, a world of delusions and illusions, and then embark on the path of searching for genuine knowledge. The appeal of the characters to themselves, their spiritual essence, becomes the beginning of their spiritual change, which represents the path to salvation in the artistic world of the novel. The novel of upbringing of a new type is inextricably linked with the traditional novel of upbringing, preserving the main genre-forming characteristic's, it transforms them, representing a special kind of genre. The "hero's story" remains in the center of the image, but the accents change: it is not the path through which the hero gains experience and matures that comes to the fore, but the very possibility of his becoming. While in the traditional novel of upbringing, becoming is depicted as a linear and constructive process, in the novel of upbringing of a new type, the old "I" dissolves and generates a new "I", this makes such texts radically different from the traditional novel of upbringing." The content features and specifics of the structure of the novels of a new type of upbringing are the combination of philosophical and social issue, they are characterized by artistic generalization and convincing understanding of reality, emotional capacity (speech of the characters, meta comments, appeals to the reader), associative richness of the text, the integrity of the description, artistic accuracy. The author's presence in the text is realized most explicitly when the figure of the narrator is introduced, who is both the narrator and the acting subject. This is a peculiar and complex combination of the points of view and voices of the author, the hero and the reader.

The plot of the novel of upbringing is subordinated to the comprehensive and full disclosure of the image of the main character all secondary characters perform a constructive or destructive function in his upbringing and formation. If the type of parenting novel can be defined as a novel about the formation of a hero in his diversity and complexity, showing the gradual evolution of the image, then the novel of upbringing of the second half of the XX century is devoted to the testing of the hero, checking his socio-ontological modality, expressed in readiness to be an adult. The type

of hero of the classic novel of upbringing is a truth-seeker hero, in the literature of the XX century he often appears as a test hero, this genre is not characterized by the psychology of the image, expanded introspection, thinking in the paradigm of good and evil, the inner essence of the hero is tested in the ability to act and change. Traditionally, the hero of the updated novel of upbringing is an unusual child he is "negligent, worthless" or, conversely, gifted, possessing unusual, sometimes frightening abilities. The composition of the classical novel of upbringing is characterized by mono centrism, stepwise, stepwise, in the English-language novel of upbringing of the second half of the XX century, the narrative model acquires a clear three-part structure resembling the stages of initiation.

The narrative scheme of the novel splits into three parts, and the movement of the hero between the loci of the artistic space symbolically corresponds to the stages of the rite. Initiation consists of three stages: Segregation – the separation of the initiate from the old environment and the break with the past life; Transit (limination) is an intermediate state that realizes initiation itself; Incorporation (aggregation) is the subsequent inclusion of an individual into the life of society in a new capacity. In a special genre variety of the novel of upbringing, common in the second half of the XX century, the plot is subordinated to the regularity of the transition of the main character from one state to another. Turning to the narrative model of initiation in the text, it is necessary to pay attention to the origin, nature and specifics of this phenomenon. The most important rituals (rituals) are: initiation (initiation of a young man into adulthood), calendar renewal of nature, the killing of sorcerer leaders, wedding ceremonies. The saturation of literature and culture with archaic motifs causes the use of this material in literary studies by representatives of mythological and ritual mythological schools. Particular importance is attached to the works of D. Fraser, in which rituals associated with the renewal of life are studied, ritual origins become dominant in the artistic analysis of many works.

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