
**COMPOSITION OF “LIFE AND ADVENTURES OF NICHOLAS NICKLEBY”
BY CHARLES DICKENS AND GENERAL CHARACTERISTICS OF THE
EDUCATION NOVEL**

Sitora Baxshillovayeva Khamdamova
BukhSU the Teacher of English Literature Department
s.b.khamdamova@buxdu.uz

Nigora Tilavova
BukhSU MA Student of English Literature Department
n.h.tilavova@buxdu.uz

Abstract

The scientific novelty of this article is based on the fact that "The Life and Adventures of Nicholas Nickleby" is being considered for the first time in the context of the evolution of the educational novel, despite the fact that there have been many works on education and upbringing produced in world literature. Also, the melodramatic components and novel-feeleton traits that define the novel's originality in the genre are examined. The goal of the research is to provide evidence to support the writer's use of Charles Dickens' "Nicholas Nickleby and his adventure" to explain historical and educational difficulties.

Key words: bildungsroman, the problem of education, socialization, the composition of the novel.

Абстракт

Хотя в мировой литературе создано множество работ по вопросам образования и воспитания, научная новизна данной статьи определяется тем, что роман «Жизнь и приключения Николаса Никльби» впервые рассматривается в контексте эволюции воспитательный роман. Кроме того, анализируются особенности романа-фельетона, а также мелодраматические элементы, определяющие жанровое своеобразие романа.

Цель исследования - научно обосновать освещение писателем эпохи и воспитательных вопросов посредством «Николаса Никлебая и его приключений» Чарльза Диккенса.

Ключевые слова: учебный роман, проблемы обучения и воспитания, социализация, романная композиция.

Introduction

A novel that represents a society's attitude toward education and education in general is known as an educational novel, and it has a unique place among other sorts of novels. Goethe's discourse about Wilhelm Meister served as the traditional opening of the

European educational novel that was popular in the 19th century. The famous German author demonstrated in this book that the process of personal education necessitates active engagement between the instructor and the student, and that the student may have an impact on the teacher during this interaction. It's also conceivable that Charles Dickens' works were influenced by the story about the Maester. Because T. Carlisle translated this literary masterpiece into English in 1823 and simultaneously published it in London. If we examine the writings of Professor V.N. Pashigorev, we can observe that the subject of education is thoroughly and in-depth treated in his book. He devotes all of his attention to V. Dilthey's works. He also evaluates the theories of researchers like M. Gerhardt, F. Martini, K. Morgenstern, J. Jacobs, and T. Mundt, who link the history of the development of this genre with that of German literature over the past 200 years. F. Blankenburg, Hegel, and G. Lukacs specifically examine the gradation of shades between the words Bildungsroman, Erziehungsroman, and Künstlerroman.

The Object of the Research and Used Methods

It is only logical to include Charles Dickens' book about schooling. The instructional focus is often on Charles Dickens' "The Adventures of Oliver Twist", "The Antique Shop", "The Life and Adventures of Martin Chuzzlewit", "Dombey and Son", and "David Copperfield". It is the central concept and motif of several works, including "Ice House", "Hard Times", and "High Hopes". His writings' attempt to make education appealing and present children as morally upright is one of their main themes. The basic premise of Charles Dickens' magnificent artistic creations is the interdependence of education and socialization, the impact of genetics and environment, intentional and accidental influences in the process of building a person's personality, and related issues. The dependency of education on the social environment and the moral environment around the kid is one of Charles Dickens' major educational principles. Charles Dickens' many educational endeavors throughout his literary career stood out. In order to implement comprehensive changes in the field of education and progress modern pedagogical theory from the perspective of cutting-edge humanitarian concepts, he regarded modern pedagogical theory as a universal weapon for social and political transformation.

The Results that were Found and their Analysis

Charles Dickens promoted education through his literary works, journalistic essays and notes, the publications he created (Bentley's Miscellany, Master Humphrey's Watch, Daily News, Household Weirds, and Year Round), as well as in pedagogical writings and speeches. It discusses a variety of global issues and, from the author's perspective, suggests solutions. Dickensonianism is the metaphorical name given to Charles Dickens' extensive literary, philosophical, and educational legacy. The issues surrounding education were also extensively explored and thoroughly discussed in his numerous public lectures, journalistic writings, political speeches, as well as in the writer's own individual works. Charles Dickens was honored by the government in 1843

for his writings on education. Notably, this was the only governmental prize presented to the author that did not recognize his literary or instructional accomplishments. The educational piece “Our School” by Charles Dickens, which bears the author’s own catchphrase, was published in the journal “Household Words” in 1846. The author’s instructional principles were as clearly and factually supported as feasible in this foundational book. This paper afterwards appeared in other publications and became part of the “gold fund” of educational theory.

Three scenes in the book are crucial for comprehending the genre of the book even if they are not immediately linked to the main action. First, the humorously named “About Mr. Ralph Nickleby and his Office, Enterprises, and a Huge Joint Stock Corporation of Enormous Significance to the Country” second chapter has a scene of the Company’s meeting. The phrase “... of Mr. Ralph Nickleby, and his Establishments, and his Undertakings, and of a great Joint Stock Company of vast national Importance” that starts the title’s last section contains a parody of “foreign speech”, or exaggeration and braggadocio that is reminiscent of advertising jargon. The major antagonist of the story, whose early financial prowess was shown in the first chapter, is further introduced in this chapter. This time, Ch. Dickens mockingly describes him as a “mystery guy” because he did not have any particular occupations, such as those of a merchant, banker, notary, or merchant. The readers’ imaginations should be stimulated by this sarcastic “total” rejection technique so they may envision this individual as a massive usurer and con man who detested even the tiniest things if they were guaranteed a profit. The formation of The United Metropolitan Better Hot Muffin and Crumpet Baking and Punctual Delivery Company is one of these fake “businesses”.

It soon turns out that this is a “fake” enterprise that promises Ralph a profit, so he participates in it, but keeps it modestly, inconspicuously. But Ch. Dickens mobilizes his talents as a stylist to describe the meeting of “activists” and initiators of the society. The meeting is traditionally held at the London Tavern, a large restaurant in the city where all kinds of social events take place. The initiator of the creation of the “Company” is Sir Matthew Popker, whose funny surname already describes a non-human being, because in English it is written as “Popker”, a puppy is a puppy. He is supported by “two living deputies of the parliament”. The epithet “lively” is a parodic word for “two voiced”. Firstly, he parodies the delight of ignorant regular stockholders who have never witnessed leaders “live”. The phrase “alive” is used by the comedian to denigrate the politicians, who are like automatons uttering demagogic discourse. In his social circle, Popker and lawmakers are “acquaintances”, referring to “government” (authority) as if he “whispered” and as a distinct individual (he). He even “winked” at the company’s founders in the sense of “taking their job seriously”. Dickens mocks what is today referred to as “leakage of information from official circles” in this phony direct speech by humorously stylizing it.

Another stylistic device is used by the author to make fun of the credulous public: the crowd and the officers protecting him are depicted as farcical puppet puppets. Thackeray’s work “Vanity Fair” is eventually constructed on the foundation of this

humorous theatricalization of the narrative. When the meeting's beginning was delayed, the police, who are attempting to calm the crowd, began "hitting everyone from the tail, from the collar... in a pleasant manner with strong strikes with clubs". The actor Mr. Punch, whose sterling example this government agency frequently follows and destroys opponents.[4, 63] The author draws inspiration from the popular English Christmas pantomime, in which humorous silent acts are grotesquely blended with song lyrics, circus stunts, and parodies of everybody and anything, including politicians and literary figures. Let's say steam locomotives in time.[3, 65] The guys who emerged on stage "looked about, made deafening cries, and informed each other by pantomime that they had never seen such a marvelous sight", according to the following account, which makes this evident (they never ... saw such a wonderful sight). The "spectacle" goes on, with seasoned ideologues playing its "great" roles. Praises its significance without holding back, saying that it is necessary "for riches, happiness, success, freedom, even the existence of a free and great nation". Excellent and unrestricted individuals). The open word enrichment (wealth), which depicts the writer's squeezing from the speech of a demagogue foreign to him, alien and false, a parody, is still first in the rhetorical hierarchy of patriotic phrases. It uses the meaningless platitudes that Charles Dickens was never weary of criticizing. Let's revisit the situation from the Corporate meeting. It appears that Dickens did not juxtapose these two stories by mistake on the book's pages. He also provided them a fair evaluation at the same time. He accepts the narrative of the five sisters' pessimistic tone, takes the correct lesson from it, and constantly keeps in mind life's dark side. The author is still upbeat, though, as seen by the humorous tone of the novel as a whole and the idyllic setting he created for his uplifting characters.

Summary

Ch. Dickens had the chance to learn about the educational process at a number of educational institutions throughout the course of his life. He also had a thorough awareness of the state of contemporary English, European, and American schools. Charles Dickens typically independently selected educational facilities, personally became familiar with their activities, school program, teaching and parenting techniques, and the personalities of instructors. This is an essential component that captures the attention of all literary fans. The author's instructional principles were as clearly and factually supported as feasible in this foundational book. It was afterwards released several times and included in the instructional novel "golden fund".

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