



DEPICTIONS OF THE IMAGE OF EDUCATORS IN ENGLISH AND UZBEK BILDUNGSROMANS

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ANNOTATION

This research conducts a comparative analysis of the Bildungsromans in English and Uzbek literature through an examination of the depictions of educators and students. The study focuses on the Uzbek novels "Sad Eyes" by Khudoyberdi Tokhtaboev and "Goodbye, Childhood" by Tokhir Malik, as well as the English classics "Great Expectations" by Charles Dickens and "Jane Eyre" by Charlotte Brontë, to uncover the intricate relationships that shape the developmental trajectories of young people.

KEYWORDS: Bildungsromans, education, comparative analysis, upbringing, character development, societal influences, cultural nuances, educational effects

Within the extensive collection of international literature, Bildungsromans function as captivating storylines that explore the profound transformations of the main characters, encapsulating the fundamental nature of their maturation processes. This scientific work seeks to investigate and compare the images of instructors and students in Uzbek and English Bildungsromans, providing an interesting look at the numerous connections that shape young people's futures. It uses comparative analysis to shed light on the shared humanity implicit in the bildungsroman genre while also acknowledging the distinct cultural views that form each novel.

Novels of formation (Bildungsroman) have become increasingly prominent in the domain of Uzbek literature, providing profound insights into the intricacies of upbringing and the influence that educators exert on the intellectual growth of young individuals. Particularly noteworthy are the narratives "Sad Eyes" by Khudoyberdi Tokhtaboev and "Goodbye, childhood" by Tokhir Malik, which explore the divergent experiences of children within the educational system.

Tokhtaboev skillfully depicts a prosperous family in "Sad Eyes," wherein the children, who are brought up in affluence, appear to encounter minimal substantial obstacles. Nevertheless, Zafar, the protagonist, and he considers that "I do not like my classmates. I can be more respected by not getting high scores because we are very rich" ("Sinfdoshtarimni xushlamayman. Ulardan ko'proq hurmat qozonishning "5" olishdanda boshqa yo'llari bor, Biz juda boymiz.")¹ which demonstrates an absence of regard for his contemporaries and society. His sibling, Akbar, on the other hand, goes on a transforming journey under the guidance of a kind teacher,

learning fundamental lessons about humanity and aspiring to personal improvement. Their parents Said and Yokutkhon, while meeting the financial requirements of the children, accidentally ignore the critical function of moral and ethical teaching. Their children are proud of only their money which is stated in the following sentence: "I am so excited because of pride when my parents count money hiding themselves." ("Oyijonimning va dadajonimning yashirincha pul sanayotganlarini ko'rsam g'ururdan to'lqinlanib ketaman").² Tokhtaboev emphasizes the analogy that childhood is like a blank white page, and it is the job of educators to decide what is written on it. Zafar's descent into criminality reflects the consequences of a poor upbringing, whereas Akbar, influenced by his teacher, emerges as a moral individual. In this novel the image Atoulllo teacher, is depicted who desperately tries to teach children a true life from his own perspective, attempting to lead them into a correct path. He has been illustrated as a symbol of kind and honest leader, influencing young minds by being a role model.

Tokhir Malik's "Goodbye, childhood" unfolds to portray society indifference, which exacerbates the hardships experienced by youngsters. Characters such as Kamariddin, Salim, and Asror are disregarded and marginalized, to the point where they struggle to write an essay on the theme of a "Happy childhood" when asked at school. Asror thinks "What can I write for the essay? About yesterday's affair or about going to wedding parties with my dad? ... I am fed up with that" ("Xo'sh, inshoda nima haqida yozay? Kechagi voqeanimi yo bo'lmasa otam bilan to'yma-to'y yurishnimi? ... Ming la'nat").³ The widespread neglect of both the immediate environment and society at large has fatal effects. The

¹ Tokhtaboev Khudoiberdi (2018). *Mungli ko'zlar*. (p. 7). Yangi asr avlodi. Tashkent

² Tokhtaboev Khudoiberdi (2018). *Mungli ko'zlar*. (p. 9). Yangi asr avlodi. Tashkent

³ Tokhir Malik (2019). *Alvido, bolalik*. (p. 12). Publishing house of "Yoshlar". Tashkent.



characters, notably Kamariddin, battle with the terrible reality of their circumstances, including the inconceivable idea of causing harm to their parents. Kamariddin's thoughts "If I had a gun and my parents entered through this gate, I would shoot them. It is the punishment for the parents who leave their children." ("Hozir qo'limga miltiq berib qo'yishsa-yu, darvozadan otam bilan onam kirib kelishsa, shartta otardim. ... Bolasini tashlab ketgan ota-onaning jazosi shu.")⁴ which show that the parents are to blame for not being educators to nurture the children. Tokhir Malik's work emphasizes the enormous impact of cultural beliefs on children's well-being and raises important questions regarding the roles of educators and society in creating a caring atmosphere for their development.

In the framework of Bildungsromans, digging into notable works of English literature enriches the investigation of the interactions between instructors and students. Charles Dickens' "Great Expectations" and Charlotte Bronte's "Jane Eyre" show the transformational journeys of their respective protagonists, emphasizing the vital function of educators in developing character and impacting young lives.

Charles Dickens usually portrays two types of teachers, whose characters contradict to each other. As an example, we can take the teachers and educational system of two different schools in "David Copperfield".

In "Great Expectations", Dickens expertly tells the narrative of Pip, an orphan raised by his sister and her husband. The story follows Pip's interactions with numerous persons who play important roles in his moral and intellectual development. Miss Havisham, an enigmatic and eccentric character, has a major influence on Pip's perception of social status and personal standards, despite her unconventionality. Despite her eccentricities, Pip reflects, "Miss Havisham's lessons went beyond the ordinary; they challenged my understanding of societal norms and shaped the fabric of my moral compass."⁵ Furthermore, the convict Magwitch acts as an unexpected mentor, sparking a complicated interaction between moral development and societal expectations. In a moment of revelation, Pip contemplates, "Magwitch, the unlikely guide in my life, forced me to confront the intricacies of morality against the backdrop of societal norms. His influence was a paradox that shaped my character."⁶ The educational effects in "Great Expectations" go beyond standard classroom settings, highlighting the complexities of learning and character development. Pip reflects, "My education transcended the confines of formal schooling, weaving through the intricate threads of life, morality, and self-discovery."⁷ The primary educators in his life were his sister and her husband Joe, from whom Pip received important life lessons.

⁴ Tokhir Malik (2019). *Alvido, bolalik*. (p. 34). Publishing house of "Yoshlar". Tashkent.

⁵ Dickens, C. (1992). *Great Expectations*. (p. 128). Wordsworth Editions.

⁶ Dickens, C. (1992). *Great Expectations*. (p. 217). Wordsworth Editions.

The same can be seen in "Jane Eyre" by Sh. Bronte. Maria Temple is a kind teacher at Lowood school where Jane lived. She treated Jane and her friend Helen with respect and compassion. Another character is Bessie Lee, who serves as one of Jane's first positive female role model. However, the cruel, hypocritical master of the Lowood School, Mr. Brocklehurst preaches a doctrine of privation, while stealing from the school to support his luxurious lifestyle. After a typhus epidemic sweeps Lowood, Brocklehurst's shifty and dishonest practices are brought to light and he is publicly discredited. During the years of living at that school Jane suffered a lot from the cruel punishments and unfair treatments of this character.

In "Jane Eyre", Bronte delivers a bildungsroman centered on the titular protagonist, Jane, who overcomes obstacles and societal expectations to define her identity. The Lowood School provides as an important backdrop for Jane's early education, as she meets both inspiring and oppressive teachers. Jane muses, "In the hallowed halls of Lowood, Miss Temple's kindness was a beacon of light, a testament to the transformative power of positive influence. Yet, Mr. Brocklehurst's harsh judgments cast a dark shadow on my understanding of power dynamics within educational institutions."⁸ Miss Temple's positive influence and Mr. Brocklehurst's negative impact demonstrate the power dynamics that exist in educational institutions. As Jane matures from a mistreated orphan to a governess, her interactions with the moody Mr. Rochester help her discover her own identity. "Jane Eyre" paints a detailed picture of the protagonist's intellectual and emotional development, emphasizing the delicate interactions between educators, mentors, and the maturation of a young lady in Victorian society. "Jane Eyre" meticulously portrays the delicate interplay between educators, mentors, and the maturation of a young woman in Victorian society, illustrating that, "In the tapestry of my life, the threads woven by educators and mentors created a masterpiece of resilience, independence, and self-discovery."⁹

Examining these works alongside Uzbek Bildungsromans allows for a comparative analysis of the universal themes of schooling, societal expectations, and personal maturation. The broader examination of the portrayals of educators and students in Bildungsromans is enhanced by the diverse cultural contexts and narrative approaches present in these literary masterpieces.

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⁷ Dickens, C. (1992). *Great Expectations*. (p. 304). Wordsworth Editions.

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