

Charles Dickens is the Brightest Representative of Critical Realism in England

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Annotation: In this article, the moral views of the English writer imply the inseparable participation of a person in the fate of his neighbor, co-creation.

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Ch. Dickens is the great reformer of the social, moral foundations of society, the ideological mentor of many generations of writers, the unique artist of literary masterpieces, well, just "A Novelist for All Seasons". Having been published, the works of Ch. Dickens immediately fell into the treasury of world literature, since they reflected many of the acute problems of public life in the 19th century, and in particular the plight of the common people in England. The genre diversity of Dickens's works, the structural features of his novels, the historical and psychological truthfulness in the depiction of characters make one want to read and reread it. Life in the novels and stories of Ch. Dickens is depicted as an alternation of oppositions: indifference and mercy, wealth and poverty, cold prudence and vivid fantasy. The ethical views of the English novelist presuppose the indispensable participation, co-creation of a person in the fate of his neighbor. Dickens makes his heroes go through suffering, experience moral and physical pain, because their own pain does not allow them to remain callous and deaf to someone else's grief, teaches them to understand and appreciate the happiness of mutual understanding in relations between people. The relevance and popularity of Charles Dickens' aesthetic concept among readers is evidenced by numerous translations made in the second half of the 19th century, including those adapted for the mass reader. The English novelist, of course, played a certain role in the development and formation of the genre of the novel-education, Christmas literature, in the formation of such a phenomenon as mass translation. The subjectivism of Dickens's creative manner, his extraordinary "ability to exaggerate the good", intonational virtuosity, which determines the author's style, contributed to the establishment in the middle of the 19th century. atmosphere of benevolent, sometimes even enthusiastic attitude towards the English novelist.

In the middle of the 19th century, the name of Charles Dickens was well known to a wide range of readers. The need for social change, which the writer spoke about, reforms in the educational and upbringing systems were in tune with public interests in many countries. "Children's" theme, introduced by Dickens into Russian literature, in the second half of the XIX century. acquires social content. Public attention during this period is drawn to the problems of the family, the theme of the moral formation of the personality of the child: F.M.Dostoevsky, N.P.Wagner, N.S.Leskov, A.P.Chekhov and other writers talk about homeless children, their social and moral loneliness. The theme of education is developed in S.T.Aksakov's novel "Family Chronicle" (1852), in L.N.Tolstoy's trilogy "Childhood", "Boyhood", "Youth" (1852-1857). Dickens has heroes - carriers of ideal correctness and perfection, there are heroes who have committed crimes and then morally reborn, there are hopelessly vicious heroes, there are eccentric philosophers. Ch. Dickens's novels are characterized by some recurrence of images and situations. But each new decade finds

prototypes of Dickensian villains, misers, dreamers, sufferers, truth-seekers, philosophers, and so on.

Ch. Dickens pays special attention in his work to a very important social problem - issues of education, while contributing to the development of the very genre of the novel-education as a whole. The theme of moral and ethical education is considered in the novel by Ch. Dickens "The Adventures of Oliver Twist" (1838). The author depicts the life of an orphan who lived in a workhouse and found himself in the slums of London. "This is the most suitable boy for you. From time to time, he needs to be treated with a stick, this will do him good. And his content will not be expensive, because he has not been fed since birth.

The protagonist of the novel is a little boy, Oliver Twist, whose school of life has been hard and cruel since birth. Ironically, Oliver was born in a workhouse. His mother died immediately after giving birth, no one knew his father. Therefore, as soon as he was born, he received the status of a criminal, or "violator of the law of the poor," and was forced to be brought up by strangers, or, in other words, "was a victim of a system of treachery and deceit." Children who have ended up in a workhouse are doomed to be raised by beatings, starvation and, naturally, work. Asking for an addition to the miserable portion of liquid porridge that children received here (enough to slowly die of hunger) was equated with a public crime and severely punished. Where, if not in a workhouse, the English poor learned from childhood to lie, offend the weak, steal, take care only of themselves. The law of survival reigned here, which most often develops the negative aspects of a person's character. Attached to his little hero with all his heart, Ch. Dickens helps him to endure all the trials. The book ends happily, but makes the reader think about those unjust laws that contribute to the achievement of the happiness of the elect, while the bulk of the people undergo humiliation, insults, bullying, and all kinds of hardships. And this, of course, is the educational impact of the novel "The Adventures of Oliver Twist" on the public consciousness. The time when Dickens worked on the novel was the period of struggle for the Poor Law published in 1834. This novel is the author's response to the social problem of poverty raised at that time. In addition, it was in this novel that Charles Dickens skillfully described the atmosphere of London in detail.

In the novel *The Life and Adventures of Nicholas Nickleby* (1839), special attention is paid to depicting the horrendous methods of schooling children and exposing the power of "evil money". With the artist's brush, Dickens masterfully paints the darkness and obscurantism of the school for the poor, the ignorance and greed of its owner Squeers. The novel shows the process of personality education in the Old English school and promotes new, more democratic ethical standards for educating people. Even more so than in *The Adventures of Oliver Twist*. Dickens divides his characters into positive and negative, while the principle of such grouping is moral and ethical norms, and not class. The novel turned out to be very relevant and topical, since at that time the government was revising the forms and methods of public education and upbringing.

In 1849, Dickens began writing *David Copperfield* (May 1849 - November 1850), which was a huge success from the very beginning. The most popular of all Dickensian novels, the upbringing novel, the favorite brainchild of the author himself, "David Copperfield" is most associated with the writer's biography. The novel "resurrected" his childhood years, and therefore, as he noted shortly before his death, he loved this book more than anyone else. The thirst for knowledge helped the young Dickens overcome the unfavorable conditions of the English school. Teachers were not interested in the individual characteristics of students. Mentors and students hated each other, discipline and order were maintained with the help of corporal punishment. Thus, the emotions and impressions of childhood poured into the pages of novels, exposing the failure of the old education system. It would be wrong to believe that "David Copperfield" is just a mosaic of the events of the

writer's life, somewhat changed and arranged in a different order. A companion theme of the novel is the "rebellious heart" of young David, the cause of all his mistakes, including the most serious unhappy first marriage.

Thus, Dickens' novels are strong in their great truth of life. They truly reflect his era, hopes and sorrows, dreams and disappointments, pain and suffering of thousands of the writer's contemporaries who were deprived of elementary human rights. It was in his works that the genre features of the novel-education acquired characteristic features, consonant with English customs and traditions. Through space and time, each new generation can observe that the characters of Ch. Dickens do not "age" and do not outlive their relevance of images, they are always modern and timely.

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