

ISSN 2415 - 8771

ИНТЕРНАУКА
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**ССЛХХІІІ МЕЖДУНАРОДНАЯ
НАУЧНО-ПРАКТИЧЕСКАЯ
КОНФЕРЕНЦИЯ**



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CONFERENCE PAPERS IN ENGLISH

HUMANITIES

SECTION 1.

LITERATURE

THE ELEMENTS OF AUTOBIOGRAPHY IN ENGLISH BILDUNGSROMANS

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ABSTRACT

In Bildungsroman, the author often describes the events he witnessed and the lives of real people he knew. Therefore, the works of this genre have a biographical and autobiographical character. This article analyzes some elements of autobiography in the works Ch.Dickens, Mark Twain and Ch.Bronte.

Keywords: Bildungsroman, character, biography, autobiography, real life, theme.

Bildungsromans aim to show real events in society, and the author enriches his work with various images using the characteristics of the people he meets, and accordingly, such works acquire an autobiographical and biographical character. For example, in the novel “Oliver Twist”, it can be felt that the author relied on his life experiences in choosing events and characters. It is known that Dickens spent his youth looking for work and sustenance on the streets of London, and because of this, it can be said that his experiences influenced many of his works. The following sentences of Dickens in the prologue of “Oliver Twist” confirm our opinion: *“In my opinion, reflecting the real members of the criminal gang, portraying them with their total*

defects and corruption, showing their strange and impoverished lives, portraying them as they really are, ... undoubtedly means contributing positively to the society. I can say that I fulfilled this intention completely." [1, 4]. The two bullies who tormented the young Dickens in his first work were the reason for the creation of the characters of Bill and Fagin in the criminal gang in "Oliver Twist" [5]. Moreover, description of "Workhouses" and their conditions, the fate of orphan and homeless children are also taken from real life. At those times, there were many "workhouses" in London with unbearable conditions. The provisions allocated to them were very small, the inhabitants regularly starved, lacked warm clothes, children were forced to work from the age of 4-5, many of them, especially orphans like Oliver, were sold into slavery. For example, dangerous and dirty jobs such as cleaning chimneys and pulling carts in coal mines were assigned to young orphans bought from "workhouses". Forced to work in harsh conditions for no pay and no enough food, helpless children often ran away; their life often ended with dying of cold and hunger or joining the criminal life on the streets of London.

In other words, the novel depicts the use of child labor, the involvement of children in crime, and the life of street children. Dickens himself wrote that "I chose some of my characters among the most criminal inhabitants of London, which was accepted by some people as it was indecent and shameful thing." [1,4]

In "David Copperfield" by Ch. Dickens, we can see that the writer used a number of real events from his own life, more precisely, David's experiences in Murdstone and Greensby warehouses are almost the same as Dickens's days spent in the Warren Shoe Factory. The only difference is that Dickens used the name Mr. Micawber instead of his father. Even the author himself said that this book is his favorite among his 15 novels, and he has repeatedly admitted that he feels a strong connection to David's misfortunes and trials, and that the work stirs his emotions. So, we can conclude that he showed his experiences through the image of David.

In "Nicholas Nickleby", the author describes Dotboyshall School in Yorkshire, which he claims to be based on his own observations. In the introduction to the novel, the author emphasizes that none of these are exaggerations, all of them are based on real events. Dickens had previously heard about such schools in Yorkshire, and before writing the work, he went there and visited several schools to observe the conditions.

In a letter to his wife, he wrote about witnessing exactly such scenes at the “Boys Academy” school under the leadership of William Shaw [6].

In the preface of the “The Adventures of Tom Sawyer” Mark Twain wrote the following words: *“Most of the adventures recorded in this book really occurred; one or two were experiences of my own, the rest those of boys who were schoolmates of mine. Huck Finn is drawn from life; Tom Sawyer also, but not from an individual – he is a combination of the characteristics of three boys whom I know, and therefore belongs to the composite order of architecture. The odd superstitions touched upon were all prevalent among children and slaves in the West at the period of this story – that is to say, thirty or forty years ago.”* [2, 3]

These sentences show that “The Adventures of Tom Sawyer” and “The Adventures of Huckleberry Finn” have biographical features.

In “Jane Eyre” it is noticeable that Sh. Bronte also used events that happened in her life. For example, Jane’s friend Helen who died from a serious illness at Lowood School, reminds Charlotte’s sisters who died from the same disease due to poor conditions at Cowan Bridge School; Mr. Brocklehurst’s abusive relationship at Lowood School, is similar to Carus Wilson at Cowan Bridge; Mrs. Reed’s son John Reed’s addiction to alcoholism is reminiscent of Charlotte's brother Branwell.

In addition, sources indicate that Charlotte, like the character she created, first worked as a teacher, and then as a governess. The 1857’s edition of “Jane Eyre” was called “Jane Eyre: An Autobiography”. All this proves that the events of the work really reflect the life experiences of the author.

In conclusion, most of the Bildungsromans contain the elements of autobiography, as the writer tries to show real conditions and events that are close to the readers’ life.

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