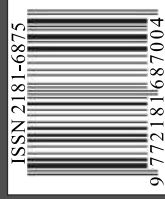
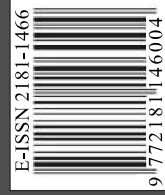




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PERSPECTIVES OF THE CHARACTERS ON EDUCATION AND SOCIAL ISSUES IN THE NOVEL "GREAT EXPECTATIONS" BY CHARLES DICKENS

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Abstract. This paper examines Charles Dickens's "Great Expectations" which presents a rich tapestry of diverse perspectives on education and social issues, reflecting the complexities and the paper argues that contradictions that permeated Victorian society. Through the novel's protagonists and supporting characters, Dickens offers a multifaceted exploration of the role of education in shaping individual identities, social mobility, and the perpetuation of class divisions. Their contrasting viewpoints and lived experiences serve as a powerful lens through which readers can examine the intricate interplay between education, social stratification, and personal fulfillment. Charles Dickens' "Great Expectations" is a profound exploration of the interplay between social class, education, and personal growth in Victorian England. Published in 1861, the novel offers a scathing critique of the rigid class system and the limitations imposed by societal expectations.

Keywords: social mobility, disillusionment, emotional detachment, education, self-discovery, societal expectations, personal growth, intellectual potential.

CHARLZ DIKKENSNING «BUYUK UMIDLAR» ROMANIDAGI TA'LIMIY VA IJTIMOY MUAMMOLAR HAQIDA ASAR QAHRAMONLARINING QARASHLARI

Annotatsiya. Ushbu maqolada Charlz Dikkensning "Buyuk umidlar" asari ko'rib chiqiladi, unda ta'lim va ijtimoiy masalalar bo'yicha turli nuqtayi nazarlarning boy gobelenlari mavjud bo'lib, murakkabliklarni aks ettiradi va maqolada Viktoriya jamiyatiga kirib kelgan qarama-qarshiliklar haqida bahs yuritiladi. Romanning bosh qahramonlari va yordamchi qahramonlari orqali Dikkens individual o'ziga xoslikni shakllantirish, ijtimoiy harakatchanlik va sinfiy bo'linishlarni davom ettirishda ta'limning rolini ko'p qirrali o'rganishni taklif qiladi. Ularning qarama-qarshi qarashlari va hayotiy tajribalari kuchli obyektiv bo'lib xizmat qiladi, bu orqali o'quvchilar ta'lim, ijtimoiy tabaqalanish va shaxsiy qoniqish o'rtasidagi murakkab o'zaro ta'sirni o'rganishlari mumkin.

Kalit so'zlar: ijtimoiy harakatchanlik, umidsizlik, hissiy ajralish, ta'lim, o'z-o'zini kashf qilish, ijtimoiy umidlar, shaxsiy o'sish, intellektual salohiyat.

ВЗГЛЯДЫ ГЕРОЕВ НА ОБРАЗОВАНИЕ И СОЦИАЛЬНЫЕ ПРОБЛЕМЫ В РОМАНЕ ЧАРЛЬЗА ДИККЕНСА «БОЛЬШИЕ НАДЕЖДЫ»

Аннотация. В этой статье исследуется книга Чарльза Диккенса «Большие надежды», которая представляет собой богатую картину разнообразных взглядов на образование и социальные проблемы, отражая сложности и противоречия, пронизавшие викторианское общество. Через главных героев и второстепенных персонажей романа Диккенс предлагает многогранное исследование роли образования в формировании индивидуальной идентичности, социальной мобильности и сохранении классовых различий. Их противоположные точки зрения и жизненный опыт служат мощной линзой, через которую читатели могут изучить сложное взаимодействие между образованием, социальной стратификацией и личностной самореализацией.

Ключевые слова: социальная мобильность, разочарование, эмоциональная отстранённость, образование, самопознание, социальные ожидания, личностный рост, интеллектуальный потенциал.

Introduction. Charles Dickens' "Great Expectations" is a profound exploration of the interplay between social class, education, and personal growth in Victorian England. Published in 1861, the novel offers a scathing critique of the rigid class system and the limitations imposed by societal expectations.

Through the remarkable journey of the orphan Philip Pirrip, better known as Pip, Dickens takes readers on a poignant voyage of self-discovery, questioning the true essence of wealth, status, and personal fulfillment. Education plays a pivotal role in "Great Expectations," both as a means of social advancement and a catalyst for personal growth. Pip's journey through various educational institutions – from the modest forge of his childhood to the prestigious tutelage of Matthew Pocket – reflects the changing attitudes towards education during the Victorian era. Dickens exposes the flaws inherent in a system that prioritized social standing over true learning, challenging readers to question the purpose and value of education itself. The novel's opening lines immediately capture the atmosphere of the time, as Pip recounts his bleak childhood spent among the marshes of Kent. Born into humble circumstances, he is raised by his harsh sister and her kind-hearted husband, the blacksmith Joe Gargery. Pip's encounters with the eccentric Miss Havisham and her adopted daughter Estella ignite his "great expectations" – a burning desire to transcend his modest origins and become a gentleman worthy of Estella's affections.

Dickens masterfully weaves a tapestry of vibrant characters, each embodying the complexities and contradictions of Victorian society. Pip's evolution from a naive child to a young man grappling with the consequences of his aspirations mirrors the transformations occurring within England itself. The industrial revolution had reshaped the landscape, giving rise to a newly affluent middle class and exacerbating the divide between the privileged elite and the working poor.

Analysis. Pip, the novel's central protagonist, undergoes a profound transformation in his understanding of education and its relationship to social mobility. Initially, his perspectives are shaped by the allure of upward social ascension and the desire to transcend his humble origins as a blacksmith's apprentice.

In his formative years, Pip's exposure to the world of privilege, embodied by the eccentric Miss Havisham and her adopted daughter Estella, ignites a burning desire within him to attain the refinement and status associated with the upper echelons of society. His pursuit of an education, facilitated by the unexpected inheritance from an anonymous benefactor, is fueled by the belief that formal schooling and the acquisition of gentleman accomplishments are the keys to unlocking the doors of the aristocratic world [13].

However, as Pip navigates the rarefied circles of the gentry, his perspectives begin to shift. He encounters the hollowness and superficiality that often accompany wealth and privilege, realizing that true nobility extends beyond mere material trappings and social graces. His disillusionment with the aristocratic ideal and his growing self-awareness challenge the notion that education is solely a means to an end, a tool for social ascension.

Pip's evolving perspectives reflect Dickens's critique of the Victorian educational system's emphasis on perpetuating class distinctions and cultivating a narrow definition of gentility. Through Pip's journey, the novel suggests that true education should transcend the confines of social signaling and instead foster personal growth, intellectual curiosity, and a deeper understanding of one's authentic self.

Estella, the enchanting yet emotionally distant adopted daughter of Miss Havisham, embodies the distorted perspectives on education and social issues that often accompanied wealth and privilege in Victorian society. Her upbringing and socialization at the hands of the embittered Miss Havisham shaped a worldview rooted in calculated cruelty and emotional detachment.

From an early age, Estella's education was geared towards cultivating the superficial accomplishments and social graces deemed desirable for a woman of her class. Her training in music, dance, and the arts served as a means to an end – a tool for securing a advantageous marriage and perpetuating the aristocratic lineage [14].

Estella's perspectives on education reflect the broader societal expectations and patriarchal constraints imposed upon women of her time. Her education prioritized the cultivation of physical grace and the suppression of authentic emotional expression, effectively denying her the opportunity for true self-discovery and personal growth.

Moreover, Estella's views on social issues are deeply intertwined with her privileged upbringing and the emotional manipulation she endured at the hands of Miss Havisham. Her calculated cruelty towards Pip and her exploitation of his affections mirror the distorted power dynamics and emotional exploitation that often permeated the upper echelons of Victorian society [15].

Through Estella's character, Dickens exposes the profound psychological toll exacted by the rigid societal expectations and emotional repression imposed upon women of the privileged classes. Her perspectives on education and social issues reflect the warped socialization she endured, highlighting the urgent need for a more equitable and inclusive approach to learning and personal development.

Miss Havisham, the eccentric and emotionally wounded aristocrat, represents a profound distortion of perspectives on education and social issues, shaped by her traumatic past and her obsession with exacting

revenge on the male gender. Her fixation on the moment of her fateful jilting on her wedding day has frozen her not only in time but also in a state of emotional paralysis and bitterness.

Miss Havisham's perspectives on education are inextricably linked to her twisted desire for retribution. She views Estella's upbringing and socialization as a means to an end – a tool for molding her adopted daughter into a cruel and emotionally detached young woman, groomed to ensnare and torment men with her beauty [16].

This warped approach to education reflects the distorted power dynamics and emotional exploitation that often plagued the aristocratic circles of Victorian society. Miss Havisham's perspectives are rooted in a deep well of unresolved grief and a profound mistrust of human connection, stemming from her traumatic past.

Moreover, Miss Havisham's perspectives on social issues are colored by her bitterness towards the upper echelons of society, which she perceives as a breeding ground for superficiality, emotional detachment, and the perpetuation of patriarchal norms. Her obsession with revenge and her inability to move beyond her past trauma symbolize the stagnation and emotional decay that often afflicted the privileged classes, trapped by the weight of societal expectations and the hollowness of their privileged existences.

Through Miss Havisham's character, Dickens invites readers to confront the complexities of human suffering and the devastating impact of emotional trauma on one's worldview. Her perspectives on education and social issues serve as a cautionary tale about the dangers of succumbing to bitterness and the importance of resilience and personal growth in the face of adversity.

In contrast to the distorted perspectives of the upper classes, Joe Gargery, the humble blacksmith and Pip's brother-in-law, represents the enduring wisdom and moral fortitude of the working class. Joe's perspectives on education and social issues are grounded in his lived experiences and his unwavering commitment to integrity and empathy.

Throughout the novel, Joe's approach to education is rooted in pragmatism and the cultivation of practical skills. His tutelage of Pip in the forge emphasizes the value of hard work, perseverance, and the mastery of a trade – qualities that transcend the superficial markers of gentility prized by the aristocracy.

Joe's perspectives on social issues are shaped by his deep-rooted empathy and his understanding of the human condition. He recognizes the inherent dignity in all individuals, regardless of their social standing or wealth, and embraces a worldview that prioritizes kindness, compassion, and genuine human connection.

Dickens contrasts Joe's perspectives with the emotional detachment and superficiality that often plagued the upper classes, highlighting the enduring wisdom and moral fortitude embodied by characters like Joe. Through his character, the novel suggests that true fulfillment and personal growth can only be achieved by embracing authenticity, empathy, and a deeper understanding of one's place in the human experience.

Biddy, Pip's childhood friend and later the wife of Joe Gargery, represents a refreshing and progressive perspective on education and personal development. Her character serves as a counterpoint to the distorted views and societal constraints that often accompanied wealth and privilege in Victorian society.

Biddy's perspectives on education are rooted in a genuine love of learning and the pursuit of knowledge for its own sake. She recognizes Pip's intellectual potential from an early age and encourages his curiosity and love for books, fostering an environment that nurtures intellectual growth and personal development [17].

Biddy's approach to education transcends the narrow confines of social signaling and the perpetuation of class distinctions. Instead, she embraces a more inclusive and egalitarian view of learning, one that prioritizes the cultivation of critical thinking, self-awareness, and personal fulfillment over the acquisition of superficial accomplishments.

Moreover, Biddy's perspectives on social issues reflect a progressive worldview that challenges the entrenched hierarchies and rigid gender roles of Victorian society. She recognizes the inherent worth and potential of individuals, regardless of their social standing or gender, and advocates for a more equitable and empowering approach to personal growth and societal progress.

Through Biddy's character, Dickens presents a refreshing and forward-thinking perspective on education and social issues, one that resonates with contemporary audiences and serves as a testament to the enduring importance of intellectual curiosity, personal growth, and the pursuit of knowledge as a means of self-actualization.

The diverse perspectives of Pip, Estella, Miss Havisham, Joe Gargery, and Biddy on education and social issues reflect the complexities and contradictions that permeated Victorian society. Their contrasting viewpoints and lived experiences serve as a powerful lens through which readers can examine the intricate interplay between education, social stratification, and personal fulfillment.

Dickens masterfully weaves these perspectives together, creating a rich tapestry of human experience that transcends the confines of the Victorian era. Through the characters' varying outlooks, the novel challenges readers to confront their own biases and preconceptions, inviting them to engage in a deeper examination of the role of education in shaping individual identities, social mobility, and the perpetuation of class divisions.

Discussion. At the heart of Charles Dickens's "Great Expectations" lies a rich tapestry of compelling characters, each intricately woven into the narrative's exploration of social class, education, and personal growth. The novel's protagonists, Pip, Estella, and Miss Havisham, serve as multidimensional conduits for Dickens's critique of Victorian society and its entrenched hierarchies. Through their intricate characterizations and symbolic significance, these figures transcend the confines of their era, inviting readers to confront the complexities of human nature and the enduring quest for identity and fulfillment.

Philip Pirrip, better known as Pip, stands as the novel's central protagonist and the embodiment of the "great expectations" that lend the work its title. Pip's journey from a humble blacksmith's apprentice to a disillusioned gentleman mirrors the transformative forces of Victorian society and the allure, as well as the pitfalls, of social mobility.

In his formative years, Pip is portrayed as a guileless and empathetic young man, deeply rooted in his working-class origins and the nurturing embrace of his brother-in-law, Joe Gargery. His encounter with the eccentric Miss Havisham and her adopted daughter, Estella, ignites a burning desire within him to transcend his modest circumstances and attain the refinement and status associated with the upper echelons of society [9].

Pip's naiveté and susceptibility to societal pressures are evident in his infatuation with Estella and his willingness to abandon his authentic self in pursuit of gentility. His unexpected inheritance from an anonymous benefactor propels him into the world of wealth and privilege, but it also sets the stage for his disillusionment and the erosion of his moral compass.

As Pip navigates the rarefied circles of the gentry, his character undergoes a profound transformation. The once empathetic and grounded young man becomes consumed by superficial ambitions, rejecting the genuine affection of those closest to him, such as Joe and Biddy, in favor of the trappings of gentility. Dickens masterfully depicts Pip's moral decay, highlighting the corrupting influence of materialism and the pursuit of social status at the expense of one's true self.

However, Pip's journey is not merely one of descent but also of redemption and self-discovery. His eventual recognition of the hollowness of his pursuits and the realization that true nobility lies not in social standing but in character mark his evolution into a more self-aware and introspective individual [10]. Dickens's portrayal of Pip's transformation serves as a poignant reminder of the universal human struggle to reconcile ambition with authenticity and to find fulfillment beyond the superficial confines of societal expectations.

Estella, the enchanting yet emotionally distant adopted daughter of Miss Havisham, serves as a pivotal figure in Pip's journey and a potent symbol of the distorted values cultivated within the upper echelons of Victorian society. Raised by the embittered Miss Havisham to enact revenge on the male gender, Estella embodies the calculated cruelty and emotional detachment that often accompanied wealth and privilege.

From her initial introduction, Estella's beauty and refinement captivate Pip, igniting his desire for social ascension and his infatuation with the aristocratic ideal she represents. However, beneath her outward grace lies a profound emotional void, a byproduct of her upbringing and the twisted socialization she endured at the hands of Miss Havisham [11].

Estella's interactions with Pip are marked by a deliberate and often cruel manipulation of his affections, reflecting the distorted power dynamics and emotional exploitation that permeated the upper echelons of Victorian society. Her calculated cruelty towards Pip, while initially stemming from Miss Havisham's influence, evolves into a deeply ingrained defense mechanism, shielding her from the vulnerability of genuine human connection [12].

Yet, Dickens's portrayal of Estella transcends mere villainy or caricature. Through her character, he exposes the profound psychological toll exacted by the rigid societal expectations and emotional repression imposed upon women of her class. Estella's emotional detachment and calculated behavior are not merely inherent traits but rather the products of a warped upbringing and the patriarchal constraints that denied her the opportunity for genuine self-discovery and personal growth.

As the narrative progresses, glimpses of Estella's inner turmoil and the conflict between her socialized persona and her innate humanity emerge. Her eventual marriage to the brutish Bentley Drummle and her subsequent unhappiness serve as a poignant illustration of the consequences of sacrificing authentic connection for the sake of societal conformity.

Through Estella's character, Dickens invites readers to confront the complexities of human nature and the profound impact of societal forces on individual psyches. Her journey, while marked by cruelty and emotional distance, ultimately resonates as a cautionary tale about the perils of conformity and the enduring human yearning for genuine connection and self-actualization.

Miss Havisham, the eccentric and emotionally wounded aristocrat, stands as one of the most iconic and symbolically rich characters in Dickens's literary canon. Her presence pervades the narrative, casting a haunting shadow over the lives of Pip and Estella and embodying the bitterness, stagnation, and emotional decay that often plagued the privileged classes.

Introduced to readers in a scene of haunting beauty and decay, Miss Havisham is portrayed as a figure frozen in time, trapped in the moment of her fateful jilting on her wedding day. Her once-grand estate, Satis House, becomes a metaphorical prison, its dilapidated grandeur reflecting the arrested development and emotional paralysis that consume her psyche.

Miss Havisham's obsession with exacting revenge on the male gender, fueled by her traumatic past, drives her to mold Estella into a cruel and emotionally detached young woman, groomed to ensnare and torment men with her beauty. This twisted form of emotional manipulation reflects the distorted power dynamics and emotional exploitation that often permeated the aristocratic circles of Victorian society.

Yet, beneath Miss Havisham's outward bitterness and eccentricities lies a profound yearning for connection and a deep well of unresolved grief. Her fixation on the past and her inability to move forward serve as poignant metaphors for the stagnation and emotional stasis that plagued many within the upper classes, trapped by the weight of societal expectations and the hollowness of their privileged existences.

Dickens's portrayal of Miss Havisham invites readers to confront the complexities of human suffering and the devastating impact of emotional trauma. Her character serves as a cautionary tale about the dangers of succumbing to bitterness and the importance of resilience and personal growth in the face of adversity. Ultimately, Miss Havisham's journey, while marked by tragedy and emotional stagnation, resonates as a powerful exploration of the human capacity for redemption and the enduring quest for healing and self-acceptance.

Beyond their individual characterizations, the interplay and symbolic significance of Pip, Estella, and Miss Havisham contribute to the novel's rich tapestry of meaning and social commentary. Their relationships and the power dynamics that govern their interactions reflect the entrenched hierarchies and societal norms of Victorian England.

Pip's infatuation with Estella and his pursuit of her affections serve as a microcosm of the larger societal forces at play, highlighting the allure of social ascension and the sacrifices often demanded in the pursuit of status and acceptance. Estella's calculated cruelty towards Pip mirrors the emotional exploitation and power imbalances that permeated the upper echelons of society, while Miss Havisham's influence over both characters symbolizes the corrupting and distorting effects of wealth, privilege, and emotional trauma [13].

Furthermore, the relationships between these characters reflect the broader themes of identity, authenticity, and the quest for self-discovery. Pip's journey towards self-awareness and his eventual rejection of the superficial trappings of gentility parallel the novel's overarching critique of materialism and the pursuit of societal acceptance at the expense of personal fulfillment.

Estella's emotional detachment and her ultimate unhappiness within the confines of her marriage serve as a poignant illustration of the consequences of sacrificing authentic connection for the sake of societal conformity. Meanwhile, Miss Havisham's arrested development and inability to move beyond her past trauma underscore the importance of resilience and personal growth in the face of adversity.

Through the intricate characterizations of Pip, Estella, and Miss Havisham, Dickens crafts a rich tapestry of human experience, inviting readers to confront the complexities of identity, social stratification, and the enduring quest for personal fulfillment. Their symbolic significance transcends the Victorian era, resonating with contemporary audiences and serving as a poignant reminder of the universal human struggles that persist across time and societal boundaries.

Conclusion. Ultimately, "Great Expectations" presents a multifaceted exploration of the perspectives on education and social issues, offering a poignant reminder of the universal human struggles that persist across time and societal boundaries. Dickens's masterful storytelling and richly drawn characters serve as a testament to the enduring power of literature to shed light on societal ills and inspire critical introspection and personal growth.

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