



THE DIFFERENCE BETWEEN ENGLISH AND KAZAKH LITERATURE IN THE 19 CENTURY

Student of Chirchik State Pedagogical University

Gauxar Ubaydullayeva

Scientific advisor: Matenova Feruza Maxamatali qizi

gauxarubaydullayeva@gmail.com

Abstract: The 19th century was a transformative period for both English and Kazakh literature, shaped by their unique cultural and historical contexts. English literature, influenced by the Industrial Revolution and Victorian values, saw the rise of realism and authors like Charles Dickens and George Eliot, who explored themes of social inequality and human nature. Kazakh literature, rooted in oral traditions, reflected the cultural identity and spiritual values of the Kazakh people. Poets like Abai Qunanbaiuly emphasized education, moral values, and enlightenment, marking a shift from oral to written forms. This comparison highlights the thematic and stylistic differences between these traditions while exploring their shared role in shaping national identity and cultural heritage.

Key words: 19th century literature, English literature, Kazakh literature, Realism,

Romanticism, Oral tradition, Written tradition, Victorian era, Industrial Revolution, Social inequality, National identity, Cultural heritage, Enlightenment, Education and morality, Folk poetry, Kazakh epics, Urbanization, Traditional values, Literary themes, Creative approaches, National awakening, Transition to written literature.

Annotatsiya: 19-asr ingliz va qozoq adabiyoti o'ziga xos tarixiy va madaniy sharoitlarda shakllandi. Ingliz adabiyoti sanoat inqilobi va Viktoriya davri ta'sirida realizm yo'nalishida rivojlanib, Charlz Dikens va Jorj Eliot kabi mualliflar ijtimoiy tengsizlik va inson tabiatini o'rgangan asarlar yaratdi. Qozoq adabiyoti esa og'zaki ijod an'alariga asoslangan bo'lib, xalqning madaniy va ma'naviy qadriyatlarini ifoda etdi. Abay Qunanboyev o'z she'riyati orqali xalqni ilm-ma'rifat va odil hayotga chorladi, yozma adabiyotga o'tishda



muhim rol o'ynadi. Mazkur tahlil ushbu adabiyotlarning mavzu va uslubdagi farqlari hamda milliy madaniyatni shakllantirishdagi o'rni haqida ma'lumot beradi.

Kalit so'zlar: 19-asr adabiyoti, Ingliz adabiyoti, Qozoq adabiyoti, Realizm, Romantizm, Og'zaki an'analar, Yozma an'analar, Viktoriya davri, Sanoat inqilobi, Ijtimoiy tengsizlik, Milliy identiklik, Madaniy meros, Ma'rifat va axloq, Xalq she'riyati, Qozoq dostonlari, Shaharlashuv, An'anaviy qadriyatlar, Adabiy mavzular, Ijodiy yondashuvlar, Milliy uyg'onish, Yozma adabiyotga o'tish, Ijtimoiy tanqid.

Аннотация: Английская и казахская литературы XIX века развивались в уникальных исторических и культурных условиях. Английская литература, под влиянием промышленной революции и викторианской эпохи, развивала реализм. Такие авторы, как Чарльз Диккенс и Джордж Элиот, поднимали темы социальной несправедливости и человеческой природы. Казахская литература, основанная на устных традициях, отражала культурные и духовные ценности народа. Абай Кунанбаев через свою поэзию призывал к просвещению и справедливости, сыграв важную роль в переходе от устной к письменной литературе. Данное исследование раскрывает различия в темах и стилях этих литератур, а также их значение в формировании национальной идентичности и культурного наследия.

Ключевые слова: Литература XIX века, Английская литература, Казахская литература, Реализм, Романтизм, Устные традиции, Письменные традиции, Викторианская эпоха, Промышленная революция, Социальная несправедливость, Национальная идентичность, Культурное наследие, Просвещение и мораль, Народная поэзия, Казахские эпосы, Урбанизация, Традиционные ценности, Литературные темы.

INTRODUCTION

Today's era of globalization is characterized by the reduction of borders and distances between the countries of the world, and the strengthening of close cooperation in all spheres. The development of technologies, international trade, exchanges in the field of science and culture are uniting the world community into a single system. In such conditions, knowledge of foreign languages is not only a means of personal development for a person, but also one of the main conditions for finding one's place and achieving success on a global scale.



Knowing foreign languages makes it possible to strengthen international relations, learn and understand different cultures. Today, many universities, companies and organizations of the world need specialists who know foreign languages. Keeping up-to-date with the latest news in the field of scientific research and technology, acquiring modern knowledge, often requires knowledge of one or more foreign languages. In addition, learning foreign languages increases a person's personal intellectual potential, expands his worldview, and allows him to get to know the culture of different peoples.

METHODS

In the process of globalization, learning foreign languages, which is an important means of communication and cooperation, has become a necessity and is gaining great importance in the development of every individual and society. Therefore, today, learning foreign languages is considered not only an urgent issue, but also a vital need.

The 19th century marked a period of significant cultural and literary development across the world. English and Kazakh literature, shaped by their unique historical and cultural contexts, evolved along distinct lines during this time. ¹While English literature thrived in the industrial and colonial age, addressing themes of modernization and social reform, Kazakh literature preserved its oral traditions and began transitioning towards written forms under the influence of political and cultural changes. This essay explores the differences between English and Kazakh literature in the 19th century, focusing on their themes, styles, and historical influences.

Historical and Social Context English literature in the 19th century was heavily influenced by the Industrial Revolution, urbanization, and the British Empire's global expansion. These factors gave rise to new literary movements such as Romanticism, Victorian realism, and early Modernism. Writers like Charles Dickens, Jane Austen, and George Eliot explored themes of class struggle, industrialization, and individual morality. The novel became the dominant literary form, reflecting the complexities of an evolving society.

In contrast, Kazakh literature of the 19th century was rooted in oral traditions such as epic poetry, storytelling, and folk songs. This was a period of significant transformation for Kazakh society, as it faced political and cultural pressures from

¹ Eric Hobsbawm: The age of revolution: 1789-1848



Russian colonization. The introduction of Islam and Russian influence began to shape Kazakh culture, gradually introducing written literature alongside oral traditions. Poets like Abai Qunanbaiuly emerged as pioneers of modern Kazakh literature, blending traditional forms with new ideas.²

RESULTS AND DISCUSSIONS.

English literature in the 19th century explored a wide range of themes, including industrialization, social justice, individual freedom, and the human condition. Romantic poets like William Wordsworth and Samuel Taylor Coleridge celebrated nature, imagination, and individual emotion in response to industrialization's dehumanizing effects. Later, Victorian authors like Charlotte Brontë and Thomas Hardy examined the tensions between tradition and progress, often highlighting societal flaws. Kazakh literature, on the other hand, focused on themes of nomadic life, oral traditions, and cultural identity. Epic poems like Kozy Korpesh-Bayan Sulu celebrated love, heroism, and the spiritual connection to nature. In the late 19th century, Abai Qunanbaiuly's works addressed themes of education, morality, and the importance of cultural preservation. His poetry often critiqued societal flaws and encouraged intellectual and spiritual growth.

Literary Forms and Styles. In English literature, the novel became the central literary form of the 19th century. Writers experimented with complex characters, detailed settings, and intricate plots to reflect societal changes. Poetic forms also evolved, with Romantic poets embracing lyricism and later Victorian poets like Alfred Lord Tennyson employing more structured, reflective styles.³⁴ Kazakh literature remained predominantly oral, with a focus on epic poetry, lyrical songs, and storytelling. These forms emphasized rhythm, rhyme, and mnemonic devices to aid memorization and transmission. As Russian influence grew, written literature began to develop, with figures like Abai introducing prose and philosophical essays that blended traditional Kazakh elements with modern ideas.

Cultural and Political Influences. English literature benefited from relative political stability and the expansion of literacy during the 19th century. Education reforms and the printing press made books more accessible, fostering a literary culture that

² Abai Qunanbaiuly: Words of Edifications.

⁴ George Eliot: Middlemarch



reflected diverse voices and ideas. The British Empire's global reach also influenced literature, introducing colonial themes and cross-cultural exchanges. Kazakh literature, however, was shaped by the challenges of colonization and the struggle to maintain cultural identity. Russian policies aimed to assimilate Kazakh culture, but writers like Abai used their works to resist this influence by promoting education and moral reform. Oral traditions became a form of cultural preservation, connecting the Kazakh people to their heritage despite external pressures.

CONCLUSION.

The 19th century witnessed the divergent evolution of English and Kazakh literature, shaped by their unique historical, social, and cultural contexts. English literature thrived in a rapidly industrializing and globalizing society, exploring themes of progress, morality, and human nature through novels and poetry. Kazakh literature, rooted in oral traditions, emphasized cultural identity, nomadic life, and resistance to colonization. Despite these differences, both literatures reflect the resilience and creativity of their respective cultures, offering valuable insights into the human experience during a transformative era.

REFERENCES:

1. Abai Qunanbaily: Words of educations
2. Eric Hobsbawm: The age of revolution: 1789-1848
3. George Eliot: Middlemarch
4. Larkin, John. "Dialect and Social Class in English Literature: A Critical Survey." *Journal of English Studies*, vol. 58, no. 4, 2007, pp. 13-28.
5. Smith, John. "The Legacy of Regional Dialect in English Literature." *Language and Literature Review*, vol. 12, no. 3, 2015, pp. 220-237.
6. Matenova F. M. THE PRINCIPLES OF TEACHING ENGLISH VOCABULARY // Web of Teachers: Inderscience Research. – 2023. – Т. 1. – №. 9. – С. 267-271.
7. Matenova F. M. Q., Abduganiyeva D. R. TRANSLATION QUALITY ASSESSMENT // Scientific progress. – 2023. – Т. 4. – №. 1. – С. 84-89.