

**NATIONAL SPECIFICITY OF THE CONCEPT OF CHILDHOOD IN THE NOVELS
"SECRET DIARY ADRIAN MOLE AGED 13 3/4" BY SUE TOWNSEND, "A
PRAYER FOR OWEN MINI" BY JOHN IRVING, "THE DEAD WANDERING IN
THE SANDS" BY ROLLAN SEISENBAYEV**

Mukhtar L. (Republic of Kazakhstan) Email: Mukhtar542@scientifictext.ru

*Mukhtar Lazzat - PhD Student,
DEPARTMENT OF FOREIGN PHILOLOGY AND TRANSLATION STUDIES,
FACULTY OF PHILOLOGY AND WORLD LANGUAGES
AL-FARABI KAZAKH NATIONAL UNIVERSITY, ALMATY, REPUBLIC OF KAZAKHSTAN*

Abstract: *the article analyzes the national features of the concept of childhood and its realization. Research subjects are novels of S. Townsend, J. Irving, R. Seisenbayev. The images of the main characters of three works are analyzed in terms of the national education peculiarities in the three countries. It is noted that the heroes of the works are radically different, and that is due to the difference in the systems of upbringing and the genre peculiarity of the works. The work notes common characteristics in the novels of English, American and Kazakh writers.*

Keywords: *national child-rearing, realization of the concept, concept of childhood, novel-diary, child-rearing novel, features.*

**НАЦИОНАЛЬНАЯ СПЕЦИФИКА КОНЦЕПТА ДЕТСТВА В РОМАНАХ СЬЮ
ТАУНСЕНД «ДНЕВНИКИ АДРИАНА МОУЛА», ДЖОНА ИРВИНГА
«МОЛИТВА ОБ ОУЭНИ МИНИ», РОЛЛАНА СЕЙСЕНБАЕВА «МЕРТВЫЕ
БРОДЯТ В ПЕСКАХ»**

Мухтар Л. (Республика Казахстан)

*Мухтар Ляззат - докторант PhD,
кафедра иностранной филологии и переводческого дела, факультет филологии и мировых языков,
Казахский национальный Университет им. Аль-Фараби, г. Алматы, Республика Казахстан*

Аннотация: *статья посвящена выявлению национальной специфики реализации концепта детства. Объектом исследования выступают романы С. Таунсенд, Дж. Ирвинга, Р. Сейсенбаева. Анализируются образы главных героев трех произведений в аспекте особенностей национального воспитания в трех странах. Отмечено, что герои рассматриваемых произведений кардинально отличаются, что обуславливается разницей в системах воспитания, жанровым своеобразием произведений. В работе отмечаются общие черты, присущие романам английского, американского и казахского писателей.*

Ключевые слова: *национальная система воспитания, реализация концепта, концепт детства, роман-дневник, роман воспитания, специфика.*

In the novels of S. Townsend «The Secret Diary of Adrian Mole, Aged 13^{3/4}», J. Irving, "The Prayer for Owen Mini", R. Seisenbayev "Otchaianie, ili mertvie brodyat v peskakh" («The Dead wandering in the sands») the concept of childhood is realized in different ways.

Novel "The Diaries of Adrian Mole" is written in the name of his main character. The first-person narrative gives the author the opportunity to delve into the hero's inner world, to reflect his experiences and feelings. The image of Adrian, according to historians of English literature, was the writer's find, which allowed her to write several successions with success.

A naive kind boy, who is forced to grow up before others, has enabled many readers to see themselves at the age of 13. These novels continue to be popular up to the present day. Adrian is not unfamiliar with the shortcomings: he often appears as a sedentary, limited, helpless, somewhat chauvinist and not sensitive child. However, despite such a very considerable number of shortcomings, the reader's sympathy for him arises automatically. His personal habits are the most typical for the British, and as long as the world is changing, he actively opposes changes.

At first glance, the life of the main character (the author of the diary) of the thirteen-year-old Adrian Mole is incredibly complex: the parents are divorced, the father is unemployed, the boy himself does not know what to become: a village veterinarian or a great writer; at school, he is tormented by a racketeer, beauty classmate Pandora Walks with the other and did not even look today in his direction, and even the "Good Samaritans" union sent poor Adrian to help a riotous old musselman on the farm. Adrian earns money by distributing newspapers, he also often has to work around the house, because his mother absolutely does not know how to take care of the family. Thus, the boy had to become independent sooner. The author introduces Adrian into the

world of adults who do not know how to cope with their own problems, and are completely irresponsible, thereby contrasting the child's reasonable, somewhere naive, world with a serious, and at the same time, senseless existence of adults.

Unlike other heroes of novels about teenagers of the second half of the twentieth century, for example, from Holden Caulfield from the novel by J. Salinger, the boy does not hate his parents, does not rebel against them. On the contrary, he treats his family more like a father. Boy does not just become independent, getting used to taking care of himself, but also begins to take care of his parents. The national tradition of education in S. Townsend's novel largely reflects the general concept of the British system of education. It reflects the respect for the child, reveals the formation of personality: Adrian takes care of the dog, prepares the food for the sick parents, but in his case it is not a question of upbringing but the fact that parents just have no time for the boy. They trust Adrian his own food and care for the dog, based on national traditions.

British child-rearing system is revealed in the novel through the display of the system of instruction. Relationships in the family also play an important role in the formation of the personality of the adolescent. Adrian is not entirely happy: his parents can not be called drunkards or parasites, but they do not mind drinking and smoking sometimes, but they do not really like to work: "... at two in the morning my mother decided to climb up and sing at the top of her voice. Well, lucky me with Mom! Parents seem to soon get drunk. So in a year or two and I'll cuddle in the orphanage ", "My mother was interviewed for a job. He learns to type and does not cook at all. And what will happen when it starts working? If the pope does not put an end to this, the end will come to our house "; "Mom quite ran the house. Only he knows that he goes to work, comforts Lyukas, reads and smokes " [1, 50].

The novel "Prayer for Owen Meany" literary critics is called education novel. So, E.M. Zagarina, analyzing the traditions of the novel of upbringing in D. Irving's prose, notes that the hero of this novel goes through certain phases of education and becomes a believer by overcoming many trials [2, 42].

True, in this context, it is not about the main character - Owen Meany, but about the narrator, Owen's friend. In this case Owen is a positive hero, which influences the spiritual evolution of the narrator: "*He brought me to God. I became a Christian thanks to Owen Mini ...*" [3, 67].

With the novel by Sue Townsend's "The Diaries of Adrian Mole," the work of John Irving brings together what he wrote on behalf of the first person. However, there is also a significant difference: this is not a diary, but a hero's memories, and not submitted in chronological order. Nevertheless, this narrative manner gives the author an opportunity to address the inner world of the character.

To reveal the features of the concept of childhood realization, this form of the story becomes the most acceptable, since it allows revealing the subjective view of the hero. The plot of the novel is characterized not linearly, intermittently. Johnny in his memoirs constantly "jumps" from one period to another. He then reflects on childhood, then talks about his current life, then returns to childhood, and then analyzes the events of his youth when his friend died. Childhood in this novel appears completely different than in the novel S. Townsend. This is primarily due to the status of Johnny (the narrator). Unlike Adrian Mole, he does not feel tormented by the fact that he lives in poverty, does not experience any material problems:

"I should perhaps start by saying that I belong to Family Wilraits, and with Wilraits in our town have always been considered. <...> We had a matriarchal family, since my grandfather died still young and left all the farm for the grandmother, with whom she, however, was managed very economically" [3, 25].

Owen Mini is a complex image that has a specific symbolism. And to unravel it is beyond the power of all readers. Even after reading the novel to the end, the reader will remain unaware of whether Owen was actually the second Jesus Christ, as his father claimed and what he believed himself, or it was nothing more than a fiction. "You know, he was not ... ordinary, like everyone else," said Mr. Mini.

"I mean, he was not born like everyone else," continued Mr. Mini. - He was born as a Child Christ, such are the deeds. I'm with his mom ... we've never had this ... [3, 34].

The national specifics of American literature also affect the display of the concept of childhood in the novel. Introducing the reader into the world of American children and adolescents, the author tells about the peculiarities of training in educational institutions (for example, that would not speak about democracy, and the director, who did not like Owen, did not give him the opportunity to get a diploma), in which games children play, how their puberty is passing (in America in the mid-twentieth century, this aspect is particularly relevant), how relationships are built in families.

The latter aspect can be considered particularly interesting in the perspective of the concept of childhood. If in the family of Adrian Mole the relationship of the boy with his parents is shown in a somewhat ironic sense (Adrian behaves at times as if they are not adults, but he), the Johnny family is based on the traditions of respect for elders. Johnny respects the "patriarch" of the family - the grandmother, although sometimes she also sneers at it. In a similar vein, the grandmother and other grandchildren (Hester, for example, behaves at times more than relaxed, but does not want her grandmother to learn about her behavior). In Owen's family, the attitude to parents, as unreasonable children, is also in some way present. In any case, hero gradually takes over the reins of the family business.

Novel of R. Seisenbayev "Otchaianie, ili mertvie brodiat v peskakh" («The Dead wandering in the sands») in the genre aspect differs significantly from the novels of English and American authors. If S. Townsend is dealing with a diary, and in the novel by J. Irving, the tendencies of the education novel, connected with the tendencies of the socio-political novel, are traced, kazakh writer creates an entirely different work. He is not so worried about the problems of becoming a teenager, like what is happening around the Aral Sea - one of the greatest catastrophes of mankind. In R. Seisenbayev's novel there are no fantastic elements, there is no picture of the future. But there is a warning to the descendants about how quickly it can destroy the world that extends around, and how difficult it is (and most often impossible) to restore it. The realization of the concept of childhood in this work is closely connected with the disclosure of the ecological problem.

The image of childhood in the novel of this writer appears completely different than in the novels about Adrian and Owen with Johnny. Adrian is a boy, for whom the most terrible catastrophe is the divorce of parents, and the biggest problem is teenage pimples. Owen and Johnny experienced many misfortunes in their lives, but they both grew up in a calm environment, in a country where the state cares for children. Children in R. Seisenbayev's novel are victims of nuclear tests.

In the work of the Kazakh writer, three generations of children affected by the system can be distinguished:

- Children of the "enemies of the people", who were sent to specialized educational institutions. *"First he lived in a boarding school, where the children of the enemies of the people were brought up. How many times have I run away from there! But every time you catch and return. Cut out the cross on the head - it was the distinctive sign of the "runner" [4, 15];*

- children who suffered from terrible famine in the 1930s (*"In the years of great confiscation, Kazakhs deprived of their only wealth - cattle, experienced terrible hunger ..." A middle-aged man - lean, disheveled - kept between the knees of a child of eleven. His throat slashed with a knife, a bloody child was bursting from his hands. "A severed child's head was lying next to the man - in the boiler, apparently, meat was boiled") [4, 20];*

- children suffering from the consequences of an ecological catastrophe in the Aral Sea and nuclear tests (*"It's good that you have your own drinking water," said Nasyr.) "In Beknazar in Karakalpakia, both grandsons picked up jaundice, one died, almost the next day, Daria is now completely devoured by "chemistry": this chemistry carries many diseases to people") [4, 27].*

Unlike the works of English and American writers, there are no one or two heroes in R. Seisenbaev's novel, which could be called key ones. There are several central heroes. And in childhood, none of them are. But they remember their childhood years, they oppose modernity. Akbalak and Nasyr remember what the sea was like: *"Do you remember how the fish from these places were sent to starving Russia? I was quite a boy, and you, Aka, must remember ..." [4, 48].*

After parting with the nomadic way of life and in many ways taking over the sedentary culture of the Russians, the Kazakhs did not abandon their folk traditions, as evidenced by R. Seisenbayev's novel. The majority of young and young heroes of the work were educated in Soviet educational institutions: Berish studies in school, and his father Kaharman received a special education. But at the same time, he is familiar with the work of many writers, he knows English. Educated in Soviet educational institutions, Kazakhs continue to adhere to the traditions inherent in them ancestors.

Thus, the national specificity of the concept plays a certain role: in the English writer, the dominants are trust, respect for the elderly, lack of physical punishment, religiousness. Her novel reflects the rigor of school education, the system of rules and norms.

The novel of the American writer reveals the peculiarity of education in the United States with their habits for moving, the problem of loneliness, early sexuality and strong ties of friendship. Considerable attention is paid to issues of religion. The education system is presented in sufficient detail: from Sunday school to the Academy.

In the novel of the Kazakh prose writer, the emphasis is not on school education, but on the national system of education based on respect for elders, the absence of physical punishment, religiousness, diligence.

The images of the heroes of the three novels are radically different. Adrian Mole is a typical English teenager who is going through because of acne, and the most terrible tragedy for him is the divorce of his parents. Johnny Wheelwright is a teenager who came to spiritual formation as a result of the death of close people, Owen Miny, a hero who almost all his life knew that he would die for the sake of saving children. In R. Seisenbaev's novel there is no single hero. It implements three types of child - the victims of the system and one type of adult, sharing light memories of childhood.

Despite the fundamental differences in the style of life of the three peoples, it can be noted that the basis of national pedagogy has something in common - it is humanization, appeal to the child's personality, to religion as a means of education.

References / Список литературы

1. *Townsend Sue*. The Secret Diary of Adrian Mole, Aged 13¾. [Electronic resource]. URL: http://royallib.com/read/Townsend_Sue/The_Secret_Diary_of_Adrian_Mole_Aged_13_34.html#0/ (date of acces: 25.12.2017).
2. *Zagarina Ye.M.* Traditsii romana vospitaniya v proze Dzh. Irvinga kontsa 1960-kh - 1980-kh gg .: Dissertatsiya ... kand.filol.nauk. - Saransk, 2010. [The traditions of the novel of upbringing in J. Irving's prose of the late 1960s-1980s: Thesis ... Cand. Philology]. [Electronic resource]. URL: <http://www.dissercat.com/content/traditsii-romana-vospitaniya-v-proze-dzh-irvinga-kontsa-1960-kh-1980-kh-gg#ixzz4hY262u7p./> (date of acces: 25.12.2017).
3. *Irving John*. A Prayer for Owen Meany. [Electronic resource]. URL: <https://knigogid.ru/books/221090-a-prayer-for-owen-meany-a-novel/toread/> (date of acces: 25.12.2017).
4. *Seysenbayev R.* Mertvyye brodyat v peskakh. The dead wandering in the sands. [Electronic resource]. URL: <https://www.litmir.me/br/?b=194798/> (date of acces: 25.12.2017).