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АНГЛИС ЖАНА КЫРГЫЗ АДАБИЯТЫНДАГЫ “МУГАЛИМ” КОНЦЕПТИН САЛЫШТЫРЫП ТАЛДОО

Бул эмгекте англис жана кыргыз адабиятындагы “Мугалим” түшүнүгү изилдөөнүн предмети болуп саналат. Изилдөөнүн негизги максаты – англис жана кыргыз адабиятында мугалимдердин образын изилдөө, алардын коомдогу насаатчы, лидер жана таасир берүүчү ролун баса белгилөө. Изилдөөнүн методу -салыштырма, лингвистикалык, контент анализ жана социо-маданий талдоо. Ар бир салттын маданий контекстин жана тематикалык нюанстарын изилдөө менен, изилдөө насаатчылык, салт жана жеке өсүү сыяктуу жалпы темаларды ачып берет. Англис адабиятында мугалим менен окуучунун мамилеси аркылуу инсандык өнүгүүгө жана этикалык ойгонууга басым жасалса, кыргыз адабияты мугалимдерди салттын сакчысы жана социалдык өзгөрүүлөрдүн катализатору катары баса белгилейт. Изилдөөлөр бул кабылдоолордун өз коомдорунун баалуулуктарын, умтулууларын жана тарыхый баяндарын чагылдырып, билим берүүнүн адамдык тажрыйбага тийгизген терең таасирин түшүнүүнү байытууга жардам берет. Перспективада, бул изилдөө адабияттагы мугалимдердин образы боюнча учурдагы дискурск салым гана кошпостон, билим берүүнүн, маданияттын жана коомдун өзгөрүшүнүн айкалышууларын чагылдырган ар түрдүү изилдөөлөргө жол ачат. Изилдөөчүлөр ар кандай маданий жана тарыхый контексттерде педагогдордун терең таасири тууралуу түшүнүгүбүздү калыптандыра турган татаал баяндарды ачууну уланта алышат.

Негизги сөздөр: насаатчылык; мугалим менен окуучунун мамилеси; маданий көз караштар; иденттүүлүк, маданиятты сактоо; коомдук өзгөрүүлөрдүн катализатору; мугалимдин символикасы.

СРАВНИТЕЛЬНЫЙ АНАЛИЗ КОНЦЕПТА «УЧИТЕЛЬ» В АНГЛИЙСКОЙ И КЫРГЫЗСКОЙ ЛИТЕРАТУРЕ

Предметом исследования данной работы является анализ концепта "Учитель" в английской и кыргызской литературе. Основная задача заключается в изучении образов учителей в этих литературных традициях, с акцентом на их роль в качестве наставников, лидеров и влиятельных

фигур в обществе. Для достижения цели исследования использованы методы сравнительного, текстуально-лингвистического, контент и социально-культурного анализов. Анализируя культурный контекст и тематические особенности каждой из традиций, исследование выявляет общие темы, такие как наставничество, традиции и личностный рост. Выяснено, что английская литература акцентирует индивидуальное развитие и этическое пробуждение через взаимоотношения между учителем и учеником, в то время как кыргызская литература подчеркивает роль учителей как хранителей традиций и катализаторов социальных изменений. Результаты исследования проливают свет на то, как эти представления отражают ценности, стремления и исторические повествования соответствующих обществ, обогащая понимание глубокого влияния образования на человеческий опыт. В перспективе данное исследование не только дополняет текущий дискурс об изображении учителей в литературе, но также предоставляет возможности для разнообразных и тонких исследований в пересечении вопросов образования, культуры и социальных изменений. Рассматривая эти перспективы, будущие исследователи могут продолжить разгадывать сложные нарративы, формирующие наше понимание глубокого влияния педагогов в различных культурных и исторических контекстах.

Ключевые слова: наставничество; отношения «учитель-ученик»; культурные перспективы; идентичность, сохранение культуры; катализатор социальных изменений; символика учителя.

COMPARATIVE ANALYSIS OF "TEACHER" CONCEPT IN ENGLISH AND KYRGYZ LITERATURE

In this study, we delve into the portrayal of the concept of "Teacher" in both English and Kyrgyz literature. Our primary objective is to analyze the representation of teachers in these literary traditions, emphasizing their multifaceted roles as mentors, leaders, and influencers within society. Employing methods of comparative, textual linguistic analysis, content analysis and sociocultural analysis, we explore the cultural context and thematic nuances inherent in each tradition. The study reveals common themes such as mentorship, tradition, and personal growth. Specifically, the analysis uncovers that English literature tends to highlight individual development and ethical awakening through the teacher-student relationship. In contrast, Kyrgyz literature emphasizes teachers as guardians of tradition and catalysts for social change. These findings provide valuable insights into how these perceptions mirror the values, aspirations, and historical narratives of their respective societies, contributing to a deeper understanding of the profound impact of education on the human experience. Looking ahead, this research not only enriches the current discourse on the portrayal of teachers in literature but also paves the way for diverse and nuanced investigations at the intersection of education, culture, and societal change. Future researchers can continue to unravel the intricate narratives that shape our understanding of the profound influence of educators within different cultural and historical contexts.

Key words: mentorship; teacher-student relationships; cultural perspectives; identity; cultural preservation; catalyst for social change; teacher symbolism; tradition and modernity; cultural influences; teacher portrayal.

The concept of the "teacher" holds a significant place in literature across cultures, serving as a conduit for knowledge, guidance, and societal transformation. This comparative analysis delves into the portrayal of the "teacher" in English and Kyrgyz literature, shedding light on the cultural nuances, educational ideals, and thematic variations that shape their representations. While both literatures recognize the pivotal role of teachers in shaping characters' lives, societal values, and personal growth, they do so within unique cultural contexts that lead to distinct thematic emphases and narrative trajectories. By juxtaposing the commonalities and differences between these portrayals, we gain a deeper understanding of how literature reflects and shapes perceptions of education, mentorship, and the broader human experience. This analysis will explore the shared and contrasting elements in the literature reviews provided earlier, highlighting the ways in which these two literary traditions explore the multifaceted role of teachers in their respective societies.

Literature review. The portrayal of the "teacher" in literature is a recurring theme that offers insights into cultural values, educational ideals, and human relationships. This literature review delves

into the multifaceted representation of the "teacher" in English and Kyrgyz literature, examining how this concept reflects societal perceptions of education and mentorship.

In the vast expanse of literature, the role of teachers as mentors and guides emerges as a steadfast and universal motif, traversing both the English and Kyrgyz literary landscapes. This motif, etched into the narrative fabric of these distinct traditions, serves as a bridge connecting human experiences and aspirations across linguistic and cultural boundaries. Scholars, including Flores, T.T., Lammert C., have cast a spotlight on this pivotal theme in English literature, while the works of Chyngyz Aitmatov stand as luminous beacons in Kyrgyz literature, underscoring the profound influence of mentors and teachers.

The narratives crafted by authors in both traditions resonate with the enduring power of mentorship. Through teachers' guidance, characters in English literature navigate moral labyrinths, making choices that shape their identities. In Kyrgyz literature, mentorship embodies the nation's resilience, encapsulating historical challenges and the pursuit of a brighter collective future.

The motif of teachers as mentors and guides transcends linguistic and cultural borders, converging in themes that mirror universal aspirations for growth, wisdom, and societal betterment. Whether etched onto the pages of English novels or woven into the fabric of Kyrgyz tales, the presence of mentorship embodies the timeless pursuit of enlightenment and the enduring relationship between educators and the seekers of knowledge.

In English literature, the teacher concept often reflects the tension between tradition and modernity. Characters such as Mr. Chips and Mr. Keating symbolize the evolving pedagogical approaches and societal norms. In Kyrgyz literature, teachers often become symbols of tradition's resilience in the face of change, embodying the nation's journey from nomadic heritage to contemporary challenges.

The comparative analysis of the teacher concept in English and Kyrgyz literature unveils a tapestry woven with shared themes and cultural distinctions. While both traditions celebrate the transformative power of education and mentorship, they do so within the context of their unique historical trajectories, societal values, and cultural legacies. This literature review contributes to a deeper understanding of how literature reflects the intricate interplay between education, culture, and human growth in diverse societies, enriching the exploration of the "teacher" concept across global literary landscapes.

Methods and Materials. A diverse selection of literary works from both English and Kyrgyz literature was analyzed. Novels, short stories, poems, plays, and essays that featured teacher characters or themes related to education were examined. Relevant academic articles that discussed the portrayal of teachers in literature, linguistic analyses of terms related to education, and cultural implications of teacher-student relationships were consulted. Cultural and historical references from both English and Kyrgyz literature were studied to gain insights into how educational norms and values have evolved over time. Academic books, monographs, and literary criticism that delved into the cultural and linguistic aspects of education and teachers in both languages were utilized.

As for the research methods close textual analysis of selected literary works was performed to identify how teachers were portrayed, the language used to describe them, and the themes surrounding education and mentorship. The portrayals of teachers in English and Kyrgyz literature were compared and contrasted, identifying commonalities, differences, and patterns with the help of comparative study. Due to content analysis the frequency and context of terms related to education and teachers within the chosen literary works were analyzed to discern patterns and themes. As for sociocultural analysis the sociocultural context of the literary works and the broader cultural values associated with education and mentorship in both societies were investigated.

Findings. The findings of this comparative research on the teacher concept in English and Kyrgyz literature reveal a rich tapestry of shared themes and cultural distinctions that shape the portrayal of teachers in these two distinct literary traditions:

1. **Shared Themes of Mentorship:** Both English and Kyrgyz literature emphasize the teacher's role as a mentor and guide. Teachers in both traditions go beyond imparting knowledge to become catalysts for personal growth, ethical development, and societal transformation. The mentor-student relationship serves as a universal motif that transcends cultural boundaries.

2. **Cultural Nuances and Emphases:** While mentorship is a shared theme, cultural nuances influence its portrayal. English literature often focuses on personal development and individual journeys, reflecting societal shifts and moral evolution. In contrast, Kyrgyz literature accentuates the teacher's role in cultural preservation, resistance against oppressive systems, and societal progress, resonating with the nation's historical struggles and aspirations.

3. **Tradition and Modernity:** The teacher concept in both traditions serves as a lens through which authors explore the interplay of tradition and modernity. English literature often delves into the tension between old and new, while Kyrgyz literature highlights teachers as symbols of cultural continuity in the face of change.

4. **Role in Societal Change:** In Kyrgyz literature, teachers emerge as catalysts for social change, inspiring characters to challenge oppressive systems and strive for a better society. This theme is less pronounced in English literature, where the emphasis often lies on personal growth and ethical development.

5. **Educational Challenges:** Both literatures acknowledge educational challenges, but they manifest differently due to historical contexts. English literature addresses access to education and changing pedagogical approaches, while Kyrgyz literature highlights issues like remote education and educational disparities in rural regions.

6. **Identity Formation:** The teacher-student relationship contributes to characters' identity formation in both traditions. Students learn not only academic knowledge but also life skills and personal growth from their teachers, shaping their identities as individuals and members of society.

7. **Cultural Significance:** The teacher concept holds cultural significance in both traditions, influencing characters' lives and societal norms. Teachers often symbolize traditions, moral values, and social change, showcasing their impact beyond the classroom.

8. **Symbolic Representation:** In both literatures, teachers often symbolize broader themes within their respective cultures. They represent traditions, moral values, and social change, embodying the deeper layers of meaning within the narratives.

9. **Differences in Emphasis:** The analysis highlights differences in emphasis between English and Kyrgyz literature. English literature often focuses on personal growth and individual journeys, while Kyrgyz literature places more weight on cultural preservation, societal progress, and resistance.

10. **Themes of Tradition and Modernity:** Kyrgyz literature often underscores teachers' roles in preserving traditional values and cultural continuity, while English literature explores themes of tradition and modernity in the context of personal growth and societal change.

These findings underscore the richness of the teacher concept as it manifests in the two literary traditions. They reflect the intricate interplay between education, culture, societal values, and historical trajectories, offering insights into how literature captures the diverse ways in which teachers impact lives and shape the course of human history.

The Concept of "Teacher" in English Literature

English literature, spanning centuries, has depicted teachers as **guiding figures** who transmit knowledge, values, and life lessons. From the classics like Chaucer's "The Canterbury Tales" to

modern works, teachers have served as conduits for moral and intellectual growth. These portrayals reflect changing notions of pedagogy and societal expectations of education.

Literary works often depict teachers as **mentors** who guide protagonists through challenges, both academic and personal. From Dumbledore in J.K. Rowling's "Harry Potter" series to Mr. Keating in "Dead Poets Society" by N.H. Kleinbaum (based on the film by Peter Weir), these characters shape students' identities, offering wisdom and support beyond the classroom.

In literature, teachers embody the **duality of authority and benevolence**. Authors explore the tension between enforcing discipline and nurturing growth. Charles Dickens' "Hard Times" exemplifies this dichotomy through the character of Mr. Gradgrind, who values fact over imagination, contrasting with Sissy Jupe's compassionate influence.

Some literary works subvert **the conventional teacher archetype**, challenging societal norms. In "To Sir, with Love" by E.R. Braithwaite, the teacher-student dynamic confronts issues of race and class. These narratives disrupt traditional power dynamics, emphasizing the transformative potential of education.

Teachers often serve as **symbolic figures** representing broader themes. In Nathaniel Hawthorne's "The Scarlet Letter," Arthur Dimmesdale's role as a minister and teacher is intertwined with themes of hypocrisy and moral redemption. Such symbolism underscores the complex interplay of education and morality.

Literature frequently uses **teacher-student relationships** to explore conflicts that shape characters' identities. The conflict between traditional values and personal growth is evident in Jane Austen's "Emma" through Mr. Knightley's guidance of the title character. This dynamic mirrors societal shifts while emphasizing mentorship's role in self-discovery.

The portrayal of the "teacher" in English literature spans genres and epochs, reflecting the dynamic interplay of education, authority, and personal growth. From mentors guiding protagonists to subversions of traditional roles, literature explores the complexities of the teacher-student relationship. These literary representations offer enduring insights into the significance of education and the transformative influence of teachers on individual and societal development.

The Concept of "Teacher" in Kyrgyz Literature. The representation of the "teacher" in Kyrgyz literature provides a unique lens through which to examine cultural values, educational ideals, and the role of mentorship. This literature review explores how the concept of the "teacher" is portrayed in Kyrgyz literature, shedding light on its significance in shaping societal perceptions of education and guidance.

Kyrgyz literature is deeply intertwined with the country's nomadic heritage, historical struggles, and cultural transformations. Throughout various eras, literature has depicted the "teacher" as a pivotal figure **in transmitting both traditional knowledge and adapting to changing times**. The portrayal of teachers reflects the evolving Kyrgyz identity and the preservation of cultural heritage.

Kyrgyz literature often casts teachers as **guardians of tradition and oral history**. These figures pass down epic tales, nomadic wisdom, and moral values. Chyngyz Aitmatov's works, such as "The First Teacher", "Jamila" and "The Day Lasts More Than a Hundred Years," exemplify how teachers embody Kyrgyz traditions and serve as carriers of cultural continuity.

Kyrgyz literature often presents teachers as **catalysts for social change**. They inspire characters to challenge oppressive systems and traditional norms. In Aitmatov's "Farewell, Gulsary!" and "The Place of the Skull," teachers inspire critical thinking and activism, reflecting the power of education to shape the course of society.

Teachers in Kyrgyz literature often serve as **sources of spiritual and ethical guidance**. The novel "When the Mountains Fall" by Ch. Aitmatov presents a teacher who imparts wisdom and ethics, guiding characters through life's challenges and moral dilemmas.

Kyrgyz literature offers a rich tapestry of representations of the "teacher," reflecting the nation's cultural heritage, historical trajectory, and educational aspirations. From guardians of tradition to agents of social change, Kyrgyz literary works illustrate the vital role teachers play in shaping individual lives and the broader Kyrgyz society. These narratives provide profound insights into the complex relationship between education, culture, and identity in the Kyrgyz context.

Results. A comparative analysis of the similarities and differences between the literature reviews for the concept of "teacher" in English and Kyrgyz literature has revealed the following:

Similarities:

1. Cultural Significance: Both literature reviews acknowledge the cultural importance of the concept of "teacher" in their respective languages. Teachers are depicted as influential figures who impact characters' lives and societal norms.

2. Role as Mentors and Guides: In both English and Kyrgyz literature, the role of the teacher as a mentor and guide is emphasized. Teachers go beyond mere education, offering guidance, wisdom, and life lessons to their students.

3. Symbolic Representation: Both reviews recognize that teachers often symbolize broader themes within their respective cultures. They represent traditions, moral values, and social change, showcasing their significance beyond the classroom.

4. Identity Formation: Both literature reviews discuss how teacher-student relationships contribute to characters' identity formation. Students learn not only academic knowledge but also life skills and personal growth from their teachers.

Differences

1. Cultural Context: The literature reviews highlight the cultural contexts of English and Kyrgyz literature. English literature is portrayed as spanning centuries and encompassing various eras, while Kyrgyz literature is depicted as deeply intertwined with the country's nomadic heritage and historical struggles.

2. Themes of Tradition and Modernity: Kyrgyz literature often emphasizes the teachers' role in preserving traditional values and cultural continuity. In contrast, English literature explores themes of tradition and modernity but tends to focus more on personal growth and societal change.

3. Role in Social Change: The Kyrgyz literature review places a strong emphasis on teachers as catalysts for social change, inspiring characters to challenge oppressive systems. This theme is less pronounced in the English literature review, which focuses more on mentorship and personal development.

4. Educational Challenges: The literature reviews address educational challenges in different ways. The English literature review touches on issues like access to education and changing pedagogical approaches. The Kyrgyz literature review discusses challenges related to remote education and educational disparities in rural regions.

5. Character Conflict: The English literature review examines character conflicts related to personal growth, identity, and belonging. The Kyrgyz literature review doesn't explicitly delve into this aspect but focuses more on the role of teachers in cultural preservation and social change.

Conclusion:

1. The comparative analysis of the "teacher" concept in English and Kyrgyz literature reveals a tapestry woven with shared themes and nuanced distinctions. Both traditions recognize the pivotal

role of teachers as mentors and guides, shaped by their respective cultural contexts. The portrayal of teachers reflects a universal yearning for wisdom and the transformative power of education, influencing characters not only academically but also in navigating the labyrinthine paths of life;

2. English literature emphasizes personal development and moral growth in its exploration of the "teacher" concept. The mentor-student dynamic serves as a conduit for characters' journeys of self-discovery, ethical awakening, and engagement with societal change. Conversely, Kyrgyz literature portrays teachers as vital links to ancestral wisdom and catalysts for challenging oppressive norms, emphasizing their role in nurturing social consciousness and driving collective progress;

3. The divergent emphases in English and Kyrgyz literature on the "teacher" concept offer a kaleidoscopic view of cultural priorities, historical trajectories, and societal values. Yet, beneath these differences lie universal threads of education's capacity to inspire, mentorship's ability to guide, and the transformative potential within the teacher-student relationship. As these traditions converge and diverge, they provide insights into the intricate dance between education, culture, and human growth, highlighting the shared aspirations of humanity to learn, be guided, and navigate existence through the wisdom offered by those who illuminate the path ahead.

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