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## ISSUES OF APPLICATION OF BASIC PRINCIPLES OF COMPARATIVE LITERATURE IN THE STORY GENRE

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### ABSTRACT

*This article describes the origins of comparative literature, its growth and development as one of the fields of literature, the similarities and differences between national and world literature in comparative literature on the basis of analytical ideas.*

**KEYWORDS:** *Literature, Comparative Literature, Object Of Comparative Literature, Subject Of Comparative Literature, School Of Comparative Literature, National Literature, World Literature.*

### INTRODUCTION

Comparative literature is one of the main branches of literature, which deals with the study and comparison of two or more national or world literatures. Identifies their similarities and differences, interactions and interactions. The term "comparative literature" is derived from the French "literature comparee" and the German "Die vergleichendeliteraturwissenschaft". According to K. Pishua and V. Zhirmunsky, the German concept in particular reflects the essence more clearly. Because it focuses on the science of comparison. The object of comparison, that is, the type of literature, can be more than one.

Comparative literature began to develop as an independent science in the second half of the nineteenth century. The object of comparative literature is several comparative literatures, and the subject is inter-ethnic literary relations. Many Western as well as Russian scholars have contributed to the development of comparative literature. F. Baldansperje, P. Azar, P. Van Tigem, R. Wellek, A. Veselovsky, V. Zhirmunsky, N. Konrad, and many other scientists are among them. Initially, the literature was compared textually. That is, the texts of the works were considered to be comparable only if they met from different criteria. contraction occurred. The scientist expanded the boundaries of the objects of analysis by solving comparisons of literary events that did not have a general connection or genetic connection. In this way, he took comparative literature to a new level. Veselovsky (1872-1919) is considered to be the founder of historical poetics, which deals with the study of the structural unity of descriptive means in works of art. Historical poetics is a branch of literary criticism that studies the history of the origin and development of literary genres, works, styles, as well as the author's attitude to the artistic perfection of the content of the work, the protagonist, the reader. Historical poetics as a science appeared in the books of A. Veselovsky in the second half of the XIX century. In his view, the main methods of historical poetics are historical and comparative methods. In addition, the scientist also recommends a typological research method. The scientist believed that in different literatures there is a phenomenon of repetition of the same plots or "mobile plots", the repetition of symbols and emblems. He attributed this situation to the unity of mental processes, as well as the similarity of cultural and historical conditions, the commonality of origins, and interactions. Moreover, according to another well-known literary scholar Zhirmunsky, the main idea of A. Veselovsky is to evaluate the history of the development of literary history as a science. A new stage in the history of literary criticism is defined in connection with its name - the stage of transition to the study of literary and folklore monuments on the basis of the comparative-historical method. Interestingly, Veselovsky paid special attention to the connection between literature and linguistics. He identified holistic and unique patterns of speech formation. These include the repetition of adjectives such as "blue" sea, "sleepy" forests, "spotless" fields, and "strong" winds. From a number of adjectives that describe objects, writes AN Veselovsky, and like the "blue" waves of the ocean. " Nowadays, we can also note that many literary works, especially translated works, have many similar pictorial expressions. Although stylistically they are quite repetitive.

In the early twentieth century, a school of comparative literature was formed in France. Its purpose is to study the development of literature from the Renaissance, focusing on inter-ethnic literary relations. It was these connections that were able to bridge the political, ethnic, and linguistic barriers between European literature. Representatives of this school have identified a category of literary influences that affect different literatures. The main directions of this school are described in Paul Van Tigham's books "Comparative Literature" and "Pre-Romanticism". VM Zhirmunsky (1891-1971) is one of the scholars who developed a comparative-historical method of studying world literature. This method helps to identify similar elements in various national literatures over long periods of time.

## RESULTS

Zhirmunsky studied German and Turkish folklore and epics, the works of Goethe and Byron, as well as other classics of German and English literature, as well as the history of German-Russian

literary relations. The scholar replaced the concept of 'Influence' with the concept of 'Interaction' in France, given that national literatures and world literature contribute to the development of each other. He prefers to talk about literary connections and interactions, rather than assuming that there should be two-way or reciprocal relationships. In his view, individual biographical evidence cannot be considered as an influence, nor can it be a casual acquaintance with a book or an engagement in literary fashion. There must be a need for it and there must be proportional principles of development. Zhirmunsky believes that it is not enough to compare objects and identify similarities and differences between them. However, it is important to pay attention to the historical analysis of these features. According to him, the following three areas of research can be distinguished in comparative literature:

- 1) Historical-typological
- 2) Historical-genetic
- 3) Interactions in cultural and literary relations.

Examples of historical-typological research are observed at different stages of development in different nations. These patterns are very common in works and can be considered examples of literary interactions. They can also be distinguished by the fact that they reflect the national identity of peoples and the specificity of literature. Historical-typological correspondences can be defined in terms of ideas and spiritual content, motives and plots, situations and images, genres and styles.

The historical-genetic direction reflects the unity of the compared facts in terms of their common origin. In addition, Zhirmunsky pays special attention to world literature because he believes that world literature is very important for comparative literature. However, he emphasizes the concept of "world literature", which includes only European literature.

Comparative literature today is divided into two areas:

- 1) Direct and inverse study of the literature (influence-perception-effect), genetic proof (when a unit of reality or event is defined as the unity of origin), as well as synchronous (simultaneous) and diachronic relationships through (different times);
- 2) A comparative typological study, i.e., identifying the commonalities and differences of different literatures, which are independent of each other and do not affect each other. It is expressed in "literary" characters and themes in similar genres and styles in common genres.

## CONCLUSION

In many cases, typological commonality contributes to the development of connections between literary events. In addition, comparative literature studies the problems of translation and thus helps to understand national and interethnic phenomena in literature. The main research method in comparative literature is the comparative-historical method. This method, also known as comparativeism, was mobilized to identify common elements of the various national literatures over a long period of time. For our work, however, the psychological method is also interesting. Because when comparing English, Uzbek and Russian literature, it is important for us to identify common problems in education and freedom of choice. This method is also important in

studying the author's psyche, the inner world of the protagonists, the thinking of the protagonists, as well as the peculiarities of the reader's emotional perception.

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