European Journal of Innovation in Nonformal Education (EJINE) Volume 4 | Issue 11 | Nov - 2024 | ISSN: 2795-8612

The Importance of the Contributions and Ideas Some Scholars to the Development of Literary Studies

Berdiyeva Sitora Utkerovna

Asia International University, English chair

ABSTRACT

The evolution of literary studies as a discipline has been profoundly influenced by key philosophical and critical frameworks. Among the notable contributors to this intellectual tradition are Georg Wilhelm Friedrich Hegel and Nikolai Chernyshevsky. Hegel's dialectical method and concept of historical development provided a foundation for understanding literature as a dynamic and historically situated practice. Meanwhile, Chernyshevsky's materialist approach and social commitment infused literary criticism with a focus on social realism and ethical responsibility. This article explores the contributions of these thinkers, highlighting their lasting impact on literary theory and analysis.

ARTICLE INFO

Article history:
Received 19 Oct 2024
Received in revised form
20 Oct 2024
Accepted 21 Nov 2024

Keywords: Contributions of scholars, Development of literary studies,
Interdisciplinary approaches, literary approach, criticism,
Enlightenment and
Romanticism.

Hosting by Innovatus Publishing Co. All rights reserved. © 2024

Introduction

Literary studies, as an academic discipline, has evolved dramatically over the centuries, reflecting shifts in intellectual paradigms, cultural attitudes, and societal needs. From its roots in classical antiquity to the dynamic and interdisciplinary approaches of the 21st century, the development of literary studies offers a fascinating narrative of how humans interpret and engage with written texts.

The development of literary studies as a field has been significantly impacted by important critical and philosophical perspectives. Nikolai Chernyshevsky and Georg Wilhelm Friedrich Hegel are two prominent figures in this intellectual tradition. Understanding literature as a dynamic and historically placed practice was made possible by Hegel's dialectical technique and idea of historical progress. Chernyshevsky's materialist philosophy and social activism, on the other hand, brought social realism and ethical obligation to literary criticism.

Literary studies, as a discipline, thrives on the interplay between philosophy, social theory, and aesthetic critique. The works of Hegel and Chernyshevsky have played pivotal roles in shaping how literature is analyzed and understood. Hegel, with his dialectical idealism, established a systematic approach to understanding art and literature as expressions of historical consciousness. In contrast, Chernyshevsky brought a utilitarian and socially driven perspective, advocating for the transformative power of literature in addressing societal inequalities. Together, their ideas represent two critical strands of thought that continue to influence contemporary literary theory.

The origins of literary studies can be traced back to ancient Greece and Rome, where texts were examined primarily for their rhetorical and moral content. Philosophers like Plato and Aristotle laid the groundwork for literary criticism by exploring the purpose and impact of literature. Aristotle's *Poetics* is especially notable for its systematic approach to analyzing tragedy, introducing concepts like catharsis, mimesis, and the unities of drama.

In Rome, figures like Horace and Quintilian expanded on these ideas, emphasizing the didactic and aesthetic functions of literature. Their works influenced how later generations approached texts, blending literary appreciation with ethical instruction.

During the medieval period, literary studies were largely subsumed under religious and scholastic traditions. Texts, particularly those of the Bible, were analyzed allegorically and symbolically, often to reinforce theological principles. Secular literature, though less emphasized, was preserved and studied by scholars in monastic and courtly settings.

The Renaissance marked a resurgence of interest in classical literature, spurred by the rediscovery of ancient texts and the humanist movement. Scholars like Petrarch and Erasmus revived classical philology, emphasizing textual accuracy and historical context. This period also saw the emergence of literary studies as a means of exploring human experience, individuality, and creativity.

The Enlightenment and Romanticism

The Enlightenment brought a shift toward rationality and universal principles in literary criticism. Thinkers like Samuel Johnson and Alexander Pope emphasized clarity, order, and moral instruction in their evaluations of literature. However, the rise of Romanticism in the late 18th century challenged these ideas, celebrating imagination, emotion, and the sublime. Figures like William Wordsworth and Samuel Taylor Coleridge not only transformed literary production but also theorized about the nature and purpose of poetry.

Hegel's Influence on Literary Studies

Hegel's philosophy, particularly his Phenomenology of Spirit and Lectures on Aesthetics, provides a comprehensive framework for understanding art and literature within the trajectory of historical and cultural development. Key aspects of his influence include:

1. Historical Determinism in Literature

Hegel viewed art as a manifestation of the Geist (Spirit) of an era. Literature, for him, is not an isolated artifact but a cultural expression embedded in the dialectical unfolding of history. According to Hegel, art is an expression of the Geist (Spirit) of a time. According to him, literature is a cultural expression woven into the dialectical course of history rather than a standalone creation.

2. The Dialectical Process

Hegel's concept of the dialectic—thesis, antithesis, and synthesis—has been instrumental in understanding the evolution of literary themes, genres, and styles. Literary works often embody conflicting ideas, mirroring the dialectical process of resolution and progression. This has inspired structuralist and post structuralist analyses, which explore the tensions and reconciliations within texts.

3. The Hierarchy of Arts

Hegel's categorization of arts, placing literature as one of the highest forms due to its ability to articulate abstract thought, reinforced the intellectual value of literary studies. His emphasis on the narrative and dramatic forms as vehicles for philosophical ideas elevated the status of literature in academic discourse.

The Institutionalization of Literary Studies

By the 19th century, literary studies began to emerge as a formal academic discipline. Universities in Europe and North America established English departments, focusing on canonical works of national literature. Philological approaches dominated, emphasizing the historical development of language and texts. This period also saw the rise of comparative literature, as scholars sought to understand the relationships between different literary traditions.

Modernism and the New Criticism

The early 20th century introduced radical changes in literary studies, driven by the innovations of modernist writers and critical theorists. The New Criticism, which emerged in the United States, advocated close reading and the analysis of texts as autonomous works of art. Figures like T.S. Eliot and Cleanth Brooks emphasized form, structure, and meaning, rejecting historical or biographical

interpretations.

Postmodernism and Theoretical Expansion

The mid-20th century witnessed an explosion of theoretical frameworks that transformed literary studies into a highly interdisciplinary field. Structuralism, poststructuralism, and deconstruction questioned traditional notions of meaning, authorship, and textual stability. Influential thinkers such as Roland Barthes, Jacques Derrida, and Michel Foucault shifted the focus from the text itself to the broader cultural and ideological systems in which it is embedded.

This period also saw the rise of feminist, Marxist, psychoanalytic, and postcolonial criticism, each offering new lenses through which to interpret literature. The diversification of voices in literary studies expanded the canon to include works by women, minorities, and writers from previously marginalized regions.

Chernyshevsky's Contributions to Literary Studies

Nikolai Chernyshevsky, a radical thinker of 19th-century Russia, merged philosophical materialism with a revolutionary vision for literature. His seminal work, What Is to Be Done?, and his critical essays introduced a distinctly utilitarian and socially engaged approach to literary studies.

1. Social Realism and Ethical Responsibility

Chernyshevsky championed the idea that literature should serve as a tool for social change. By emphasizing the moral and utilitarian purpose of art, he laid the foundation for socialist realism, a critical framework that shaped 20th-century literary production and criticism, particularly in Soviet contexts.

2. Materialist Critique

Opposing idealism, Chernyshevsky viewed literature as a reflection of material conditions. He argued that writers should focus on the struggles of ordinary people and address issues of economic inequality and injustice.

Conclusion

The development of literary studies reflects the evolving ways in which humanity engages with its cultural heritage. From its classical roots to its contemporary diversity, the discipline has grown into a multifaceted field that not only celebrates the richness of literature but also interrogates its broader implications. As society continues to change, so too will the methods and purposes of literary studies, ensuring its relevance for generations to come.

The list of used literature:

- 1. Berdiyeva Sitora Utkerovna. (2024). "SHUM BOLA" ASARINING TARJIMASIDA MILLIY YUMORISTIK XUSUSIYATLAR. МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА, 2(4), 420–430. https://doi.org/10.5281/zenodo.10968935
- 2. Safarova, Z. (2024). G 'AFUR G 'ULOMNING "SHUM BOLA" ASARI INGLIZCHA TARJIMASIDA MILLIYLIKNING IFODALANISHI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 45(45).
- 3. Berdiyeva, S. (2023). A STORY-BASED APPROACH IN TEACHING FOREIGN LANGUAGE. *Modern Science and Research*, 2(10), 262-266.
- 4. Berdiyeva, S. (2024). EXPLORING INNOVATIVE APPROACHES TO TEACHING. *Modern Science and Research*, *3*(1), 923-927.
- 5. Berdiyeva, S. (2024). TEACHING YOUNG LEARNERS THROUGH THE USE OF CLIL METHOD. *Modern Science and Research*, *3*(2), 473-480.
- 6. Berdiyeva, S. (2023). UNLOCKING LANGUAGE LEARNING POTENTIAL: THE IMPACT OF MULTIMEDIA IN LANGUAGE EDUCATION. *Modern Science and Research*, 2(12), 314-318.

- 7. Safarova, Z. T., & Berdiyeva, S. U. (2024). TRANSLATION PROBLEMS OF THE STORY "NAUGHTY BOY". *Modern Scientific Research International Scientific Journal*, 2(2), 10-16.
- 8. Berdiyeva, S. U. (2023). THE DIFFERENCE BETWEEN GAME-BASED LEARNING AND GAMIFICATION [Data set].
- 9. Khamraeva, G. (2023). The Role of Information Gap Activities in Teaching Speaking in Esl Classes. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)*, 33(33).
- 10. Utkerovna, B. S. (2023). Teaching Grammar Effectively: Strategies for Success. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(10), 241-245.
- 11. Utkerovna, B. S. (2023). Effective Ways of Improving Language Learners' Communication Skills through Story-Based Approach. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), 1(9), 563-567.
- 12. Berdiyeva, S. (2023). Advantages and Disadvantages of Teaching through Role-Playing Activities. In *Academic International Conference on Multi-Disciplinary Studies and Education* (Vol. 1, No. 19, pp. 88-92).
- 13. Berdiyeva, S. (2023). A STORY-BASED APPROACH IN TEACHING FOREIGN LANGUAGE. *Modern Science and Research*, 2(10), 262-266.
- 14. Berdiyeva, S. U. (2023). THE DIFFERENCE BETWEEN GAME-BASED LEARNING AND GAMIFICATION [Data set]. Zenodo.
- 15. Utkerovna, S. (2023). BENEFITS OF TEACHING FOREIGN LANGUAGES THROUGH ROLE-PLAYING ACTIVITIES. *Modern Science and Research*, 2(10), 723-729.
- 16. Utkerovna, B. S. (2023). SHUM BOLA ASARINING TARJIMASIDA TARJIMON MAHORATI. DENMARK" THEORETICAL AND PRACTICAL FOUNDATIONS OF SCIENTIFIC PROGRESS IN MODERN SOCIETY", 14(1).
- 17. Utkirovna, B. S. (2023). Characteristics of the Works of Charles Dickens. *European Science Methodical Journal*, *1*(3), 24-28.
- 18. Berdiyeva, S. (2023). THE IMPORTANCE OF ROLE PLAYING ACTIVITIES IN IMPROVING LEARNERS'LANGUAGE SKILLS. *Modern Science and Research*, 2(9), 75-78.
- 19. Raxmonovna, T. M., & Turg'unovna, S. S. (2024, March). Reading as an Effective Skill for Learning Foreign Languages. In *Formation and Development of Pedagogical Creativity: International Scientific-Practical Conference (Belgium)* (Vol. 5, pp. 5-9).
- 20. Raxmonovna, T. M. (2024). Effective Strategies for Teaching English to Medical Students. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(3), 132-137.
- 21. Tursunova Marxabo Raxmonovna. (2023). Adabiyotshunoslikda Obraz Va Ramz Tushunchalari. *Open Academia: Journal of Scholarly Research*, *1*(3), 24–27. Retrieved from https://academiaone.org/index.php/4/article/view/94
- 22. Tursunova, M. (2024). FORMS AND METHODS OF TEACHING IN HIGHER EDUCATION. Modern Science and Research, 3(2), 276–281. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29017
- 23. Karimov , . R. ., & Tursunova, M. . . (2024). THE PROBLEM OF ORIGINALITY IN THE ANALYSIS OF PARALLEL CORPUS PRISM. *Молодые ученые*, 2(2), 51–54. извлечено от https://www.in-academy.uz/index.php/yo/article/view/26144
- 24. Tursunova , M. (2024). THE IMPORTANCE OF TEACHING ENGLISH AS A SECOND LANGUAGE. Modern Science and Research, 3(1), 196–199.

 Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27934

- 25. Raxmonovna, T. M. (2023). Benefits of Teaching Foreign Languages to Young Learners. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), *I*(10), 603–606. Retrieved from http://grnjournal.us/index.php/STEM/article/view/2195
- 26. Tursunova Marxabo Raxmonovna. (2023). Translation as a Bridge across Cultures. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), *1*(10), 463–466. Retrieved from http://grnjournal.us/index.php/STEM/article/view/2137
- 27. Tursunova, M. (2023). THE IMPORTANCE OF POSITIVE ATMOSPHERE IN ENGLISH CLASSES. Modern Science and Research, 2(12), 713–716.

 Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27179
- 28. Tursunova Marxabo Raxmonovna. (2023). USING EFFECTIVE METHODS IN THE PROCESS OF TEACHING ENGLISH GRAMMAR. IMRAS, 6(7), 183–189.
 Retrieved from https://journal.imras.org/index.php/sps/article/view/479
- 29. Tursunova Marxabo Raxmonovna. (2023). Parallel Korpus Prizmasi Tahlilida Tarjima Asarlarda Asliyat Muammosi Tadqiqi. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769), *I*(9), 311–317. Retrieved from http://grnjournal.us/index.php/STEM/article/view/1505
- 30. Tursunova, M. (2023). USING INDUCTIVE AND DEDUCTIVE APPROACH IN TEACHING GRAMMAR. *Modern Science and Research*, 2(10), 11-17.
- 31. Tursunova, M. (2023). ROLE OF THE 4C METHOD IN LANGUAGE TEACHING. Science and innovation in the education system, 2(11), 75-83.
- 32. Tursunova, M. R., & Karimov, R. A. (2023). PARALLEL KORPUSDA BADIIY ASARALARNING ASLIYAT TARJIMASI TADQIQI.(O'. HOSHIMOVNING "DUNYONING ISHLARI" ASARI ASOSIDA).
- 33. Tursunova Marxabo Raxmonovna. (2023). THE 4C METHOD IS AN EFFECTIVE WAY IN LANGUAGE TEACHING. [Data set]. Zenodo. https://doi.org/10.5281/zenodo.10033473
- 34. Tursunova, M. (2023). BADIIY TARJIMA ASARLARDA ASLIYAT MUAMMOSI TADQIQI. Interpretation and researches, 1(8).
- 35. Tursunova, M. (2023). BADIIY TARJIMADA LINGVOKULTUROLOGIK XUSUSIYATLAR. Журнал: Союз Науки и Образования, 5(2), 12-15.
- 36. Berdiyeva Sitora Utkerovna. (2024). "SHUM BOLA" ASARINING TARJIMASIDA MILLIY YUMORISTIK XUSUSIYATLAR. МЕДИЦИНА, ПЕДАГОГИКА И ТЕХНОЛОГИЯ: ТЕОРИЯ И ПРАКТИКА, 2(4), 420–430. https://doi.org/10.5281/zenodo.10968935
- 37. Safarova, Z. (2024). G 'AFUR G 'ULOMNING "SHUM BOLA" ASARI INGLIZCHA TARJIMASIDA MILLIYLIKNING IFODALANISHI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz), 45(45).
- 38. Berdiyeva, S. (2023). A STORY-BASED APPROACH IN TEACHING FOREIGN LANGUAGE. *Modern Science and Research*, 2(10), 262-266.
- 39. Berdiyeva, S. (2024). EXPLORING INNOVATIVE APPROACHES TO TEACHING. *Modern Science and Research*, *3*(1), 923-927.
- 40. Berdiyeva, S. (2024). TEACHING YOUNG LEARNERS THROUGH THE USE OF CLIL METHOD. *Modern Science and Research*, *3*(2), 473-480.
- 41. Berdiyeva, S. (2023). UNLOCKING LANGUAGE LEARNING POTENTIAL: THE IMPACT OF MULTIMEDIA IN LANGUAGE EDUCATION. *Modern Science and Research*, 2(12), 314-318.
- 42. Valijonovna, B. R. (2024). Postmodernistic Ideas in Ulugbek Hamdam's Novel" Sabo And Samandar" and their Analysis. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(10), 76-80.

- 43. Bafoeva, R. (2024). Characteristics of Postmodern Literature: Fragmentation, Intertextuality, Black Humor. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(9), 28-32.
- 44. Bafoeva, R. (2024). IMPORTANCE OF READING AND READING STRATEGIES. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(6), 108-114.
- 45. Bafoeva, R. (2024). LITERARY WORKS IN POSTMODERNISM PERIOD. *TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI*, 4(4), 339-343.
- 46. Bafoeva, R. (2024). FEATURES AND WRITERS OF POSTMODERNISM IN LITERATURE. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 4(4), 104-110.
- 47. Bafoeva, R. (2024). POSTMODERNISM IN LITERATURE. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 4(3), 86-90.
- 48. Bafoeva, R. (2024). POSTMODERNISM IN LITERATURE. TA'LIM VA RIVOJLANISH TAHLILI ONLAYN ILMIY JURNALI, 4(3), 86-90.
- 49. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARIDA TA'LIM TUSHUNCHASI.
- 50. Bafoeva, R. (2023). XORIJIY TILLARNI O'QITISHNING YANGICHA USULLARI.
- 51. Bafoeva, R. (2024). THE IMPORTANCE OF PROVERBS IN ENGLISH, RUSSIAN, UZBEK LANGUAGES. *Modern Science and Research*, *3*(1), 33-38.
- 52. Bafoeva, R. (2023). The concept of family in English, Russian and Uzbek proverbs. *American Journal of Language*, *Literacy and Learning in STEM Education* (2993-2769), *I*(10), 651–654. Retrieved from https://grnjournal.us/index.php/STEM/article/view/2279
- 53. Rokhila Bafoeva 2023. The Concept of Education in English and Uzbek Proverbs. *American Journal of Language, Literacy and Learning in STEM Education* (2993-2769). 1, 9 (Nov. 2023), 292–296.
- 54. Bafoeva, R. (2023). NEW METHODS OF TEACHING FOREIGN LANGUAGES. Modern Science and Research, 2(10), 58-63.
- 55. Pirmanovna, N. G., & Bafoeva, R. (2022). NATIONAL AND CULTURAL PROVERBS IN ENGLISH AND UZBEK LANGUAGES AND THEIR UNIVERSAL FEATURES. Новости образования: исследование в XXI веке, 1(4), 500-503.
- 56. Pirmanovna, N. G., & Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARING GENDER XUSUSIYATLARI. *World of Science*, 6(5), 167-169.
- 57. Pirmanovna, N. G., & Bafoeva, R. (2023). O'ZBEK VA INGLIZ MAQOLLARINING JAMIYATDAGI TUTGAN O'RNI VA ULARNING O'RGANILGANLIK DARAJASI. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 2(14), 74-76.
- 58. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARINING SHAKLLANISH VA O'RGANILISH MASALALARI. Научный Фокус, 1(3), 29-31.
- 59. Bafoeva, R. (2023). INGLIZ VA O'ZBEK MAQOLLARINING KOGNITIV TAHLILIIngliz va ozbek maqollari tizimlari haqida gap ketganda ularning mohiyati bir-biridan ajralib turishi aniq bo'ladi, chunki ular turli xil tarixiy, ijtimoiy va iqtisodiy sharoitlarda rivojlangan, va bu maqoll. World of Science, 6(6), 207-211.
- 60. Pirmanovna, N. G., & Bafoeva, R. (2023). LINGUISTIC AND CULTURAL ANALYSIS OF ENGLISH AND UZBEK PROVERBS. Finland International Scientific Journal of Education, Social Science & Humanities, 11(4), 227-230.
- 61. Bafoeva, R. (2023). THE IMPORTANCE OF INTERACTIVE GAMES IN LEARNING FOREIGN LANGUAGES PROCESS. *Modern Science and Research*, 2(10), 510-512.
- 62. NEWSPAPER LANGUAGE. Евразийский журнал академических исследований, 4(3 Part 2), 97-99

- 63. Rakhimova, Z. (2024). THE LANGUAGE AND STYLE OF MASS MEDIA. *Modern Science and Research*, 3(2), 879-886.
- 64. Zarina, R. (2022). Genreal characteristics of newspaper language.
- 65. Ракхимова, 3. (2024). SIGNS OF A PUBLIC METHOD IN THE LANGUAGE OF THE MASS MEDIA. Журнал универсальных научных исследований, 2(5), 342-350.
- 66. Uktamovna, R. Z. (2024). Features and Analyses and of Social Life in the "The Kite Runner" By Khaled Hosseini. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(9), 82-86.
- 67. Utkirovna, N. S. (2024). Unveiling the Artistry of O. Henry: An in-Depth Analysis of Irony, Plot Twists, and Narrative Techniques in His Short Stories. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 4(9), 92-95.
- 68. Utkirovna, N. S., & Sultonovna, U. O. (2023). Artistic functions of humor in o. Henry's stories. *Boletin de Literatura Oral-The Literary Journal*, *10*(1), 3934-3938.
- 69. Utkirovna, N. S. (2023). O. Genri Hikoyalarida Milliy-Madaniy Qarashlarning Aks Etishi. *Central Asian Journal of Literature, Philosophy and Culture, 4*(6), 255-264.
- 70. Pirmanovna, N. G., & Utkirovna, N. S. (2023). The Stylistic Analysis of the Short Story "The Last Leaf" By O. Henry. *Central Asian Journal of Literature, Philosophy and Culture*, 4(4), 146-149.
- 71. Nasridinova, S. U. (2024). PECULIAR FEATURES OF AMERICAN STORYTELLING. *American Journal of Public Diplomacy and International Studies*, 2(6), 306-309.
- 72. Utkirovna, N. S. (2024). AMERIKA HIKOYANAVISLIGINING O 'ZIGA XOS XUSUSIYATLARI. *XALQARO ILMIY-AMALIY KONFERENSIYALAR*, *1*(1), 294-296.
- 73. Bafoeva, R. (2024). Stages of Development and History of the English (Western) Postmodern Literary Movement.

 EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION, 4(11), 25-29.