

THE USE OF HISTORICAL FACTS IN EDUCATIONAL-BIOGRAPHICAL NOVELS

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Abstract

This article examines the contribution of the biographical method to world and Uzbek literature and literary studies, its historical emergence, and its specific requirements and criteria. The role of the method in analyzing literary works, revealing the essence of the text, and identifying the author's artistic intention is discussed. Furthermore, the application of historical facts in Naim Karimov's educational-biographical novel "*Cholpon*" is analyzed through the lens of the biographical method. The study explores the artistic incorporation of historical events, personalities, and real-life situations into literary works, focusing on the relationship between the writer's creative mastery and the interaction between historical truth and artistic fiction.

Keywords

biographical method, psychology of the creative personality, biographical materials, educational-biographical novel, historical fact, historical truth, artistic fiction, literary portrait.

When discussing biographical works, it is essential first to distinguish the biographical method used in literary analysis from the tradition of writing artistic-aesthetic biographies of famous figures, namely fictionalized biographies. In both instances, history, historical facts, and data serve as primary sources and are referred to as the biographical method; however, they differ in how biographical materials are utilized for distinct scientific and creative purposes. The objective of this research is to define the role of the biographical method in the analysis of literary works and to examine educational-biographical novels using this methodology. When discussing biographical works, it is essential first to distinguish the biographical method used in literary analysis from the tradition of writing artistic-aesthetic biographies of famous figures, namely fictionalized biographies. In both instances, history, historical facts, and data serve as primary sources and are referred to as the biographical method; however, they differ in how biographical materials are utilized for distinct scientific and creative purposes. The objective of this research is to define the role of the biographical method in the analysis of literary works and to examine educational-biographical novels using this methodology. When discussing biographical works, it is essential first to distinguish the biographical method used in literary analysis from the tradition of writing artistic-aesthetic biographies of famous figures, namely fictionalized biographies. In both instances, history, historical facts, and data serve as primary sources and are referred to as the biographical method; however, they differ in how biographical materials are utilized for distinct scientific and creative purposes. The objective of this research is to define the role of the biographical method in the analysis of literary works and to examine educational-biographical novels using this methodology.

The biographical study of literary works initiated by Sainte-Beuve was later continued by his successors. In this process, the work of André Maurois (1885–1967) is particularly noteworthy; his four-volume extensive research embodies the scientific-theoretical principles of the biographical method. During the Soviet era, problems regarding the biographical method and creative processes were investigated in collections such as "*Biography and Culture*" and "*Scientific Discovery and its Reception*."

In 20th-century Uzbek literary studies, numerous treatises dedicated to the literary portraits of creators and scholars exist. In recent years, the utilization of the biographical

method's potential has grown significantly. Professor A. Rasulov emphasizes the inseparable link between a creator's biography and their work: "There is an organic connection between the writer's state of mind and their creation... The spirit and soul of the writer are reflected in any work". Among such works, Naim Karimov's educational-biographical novel "*Cholpon*" stands out for its extensive use of biographical materials and historical data. In these types of novels, the author constructs a narrative based on a real historical figure's life, thereby expressing the complex relationship between history and literature. The use of historical facts is a primary factor determining the genre characteristics of educational-biographical novels, a process closely linked to subjective perspectives, aesthetic criteria, and ideological directions. In reconstructing Cholpon's life, Karimov utilized archival documents, contemporary periodicals (newspapers and magazines), and interviews with the writer's relatives and contemporaries. For instance, regarding Cholpon's birth date, the author arrives at a new conclusion based on several historical facts. While official documents cite 1897, Karimov identifies 1898 as the correct year. This is supported by:

1. Interviews with Cholpon's sister, Foiqa aya, mentioning his Chinese zodiac sign (the Year of the Dog), which corresponds to 1898;
2. A reference in the *Sadoi Turkiston* newspaper (April 18, 1914), identifying him as a "15-year-old."

In conclusion, many aspects of the biographical method still require scholarly attention. There is a distinct difference between analyzing a work based on the biographical method and creating a work about a famous person using that method. In educational-biographical novels, historical facts serve as the fundamental pillar. These facts are enriched by the writer's artistic thinking and transformed into an aesthetic phenomenon. By maintaining the balance between historical truth and artistic fiction, the novel acquires both educational and aesthetic value.

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