

## REFLECTION OF THE CHARACTERISTICS OF POSTMODERN LITERATURE IN THE WORKS OF DAVID MITCHELL

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*Abstract: The specific method of social research offered within the framework of the postmodern paradigm determines its application to modern social science. This article examines the main features of postmodernism as a theoretical framework, as well as an analysis of the main concepts and ideas of David Mitchell as its most prominent representative. Based on his work, the writer wants to convey the ideas to the reader and the importance of these ideas for the future destiny of humanity is briefly discussed. Representatives of postmodern literature do not express the concept of time and space, but their views on human emotions, thoughts, and dreams of the future. The article also partially covers the fact that David Mitchell's views are different from the representatives of such literature.*

*Key words: postmodernism, realism, paradigm, hermeneutics, poststructuralism, modernism, subjectivity, rationality, postmodern paradigm, simulation, society of spectacle.*

*Methods: In the article we tried to cover current issues of Uzbek linguistics using such methods as «Observation», «Analysis», «Comparison», «Comparative». We have highlighted the need for modeling technology in mother tongue education today.*

*Discussion: In this article, the attention to foreign languages is at a very high level in our country, it is important to read foreign writers and their ideas in one's own language, and to deeply understand its essence. Taking this into account, based on the analysis of David Mitchell's works and his thoughts, which is considered to be a representative of postmodern literature, the purpose of partially familiarizing Uzbek readers with the opinions of this work and developing reading on this basis is envisaged.*

## ОТРАЖЕНИЕ ХАРАКТЕРИСТИК ПОСТМОДЕРЕНСКОЙ ЛИТЕРАТУРЫ В ТВОРЧЕСТВЕ ДЭВИДА МИТЧЕЛА

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*Аннотация: Конкретный метод социального исследования, предлагаемый в рамках постмодернистской парадигмы, определяет его применение в современной социальной науке. В данной статье рассматриваются основные черты постмодернизма как теоретической основы, а также проводится анализ основных концепций и идей Дэвида Митчелла как наиболее яркого его представителя. На основе своего произведения писатель хочет донести идеи до читателя и кратко обсуждает важность этих идей для будущей судьбы человечества. Представители постмодернистской литературы выражают не понятия времени и пространства, а свои взгляды на человеческие эмоции, мысли и мечты о будущем. В статье также частично освещается тот факт, что взгляды Дэвида Митчелла отличаются от взглядов представителей подобной литературы.*

*Ключевые слова: постмодернизм, герменевтика, постструктурализм, субъективность, парадигма, рациональность, реализм, постмодернистская парадигма, симуляция, модернизм, общество зрелища.*

*Дебаты: В этой статье внимание к иностранным языкам в нашей стране находится на очень высоком уровне, важно читать иностранных писателей и их*

идеи на своем языке, глубоко понимать его суть. Принимая это во внимание, на основе анализа произведений и мыслей Дэвида Митчелла, который считается представителем постмодернистской литературы, предусмотрена цель частичного ознакомления узбекских читателей с мнениями этого произведения и развития чтения на этой основе.

## DAVID MITCHELL ASARLARIDA POSMODERN ADABIYOT XUSUSIYATLARINING AKS ETTIRILISHI

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*Annotatsiya: Postmodern paradigma doirasida taklif qilinadigan ijtimoiy tadqiqotning o'ziga xos usuli uning zamonaviy ijtimoiy fanga qo'llanilishini belgilaydi. Ushbu maqolada nazariy asos sifatida postmodernizmning asosiy xususiyatlari, shuningdek, uning eng ko'zga ko'ringan vakili sifatida Devid Mitchellning asosiy tushunchalari va g'oyalari tahlili ko'rib chiqiladi. Yozuvchi o'z asari asosida kitobxoniga qanday g'oyalarni yetkazmoqchi bo'lgani va bu g'oyalar insoniyat kelajak taqdiri uchun muhim ekanligi haqida qisqacha fikr yuritiladi. Postmodern adabiyoti vakillari zamon va makon tushunchasini emas, balki inson hissiyotlari, o'y-xayollari, kelajak orzulari haqida o'z qarashlarini namoyon etishadi. Shunday adabiyot vakillaridan Devid Mitchell qarashlari farqli ekanligini haqida ham maqolada qisman yoritilgan.*

*Kalit so'zlar: postmodernizm, paradigma realism, germeneytika, poststrukturalizm, subyektivlik, ratsionallik, postmodern paradigma, modernizm simulyatsiya, tomosha jamiyati.*

**Munozara:** Ushbu maqolada hozirgi kunda davlatimizda chet tillarga e'tiborning juda yuqori darajada ekanligi, chet el yozuvchilari va undagi g'oyalar bilan asarning o'z tilida aslicha o'qish, uning mohihatini chuqur anglash kabi fikrlar olg'a surilyapti. Shuni inobatga olgan holda postmodern adabiyoti namoyandasi hisoblangan Devid Mitchell asarlari va uning fikrlarini tahlil qilish asosida o'zbek kitobxonlarini ushbu asardagi mulohazalar bilan qisman tanishtirish va shu asosda kitobxonlikni rivojlantirish maqsadi ko'zda tutilgan.

With the decision of the President of May 19, 2021, «On measures to bring the activities of popularization of learning foreign languages to a new level in terms of quality», the Agency for Popularization of Learning Foreign Languages was established under the Cabinet of Ministers of the Republic of Uzbekistan.

Today is the era of globalization. This era requires humanity to keep up with the times. Therefore, it is desirable for specialists in various fields to know and communicate in several foreign languages, in addition to having a perfect knowledge of their native language. For this, it is extremely important to improve the system of learning and teaching foreign languages with more modern methods and to increase the motivation to learn foreign languages.

Internet sites dedicated to learning foreign languages «Can English remain the «favorite language of the world»?», «Is a foreign language only «English»?» In several scientific and popular scientific articles written under the headings, the authors emphasize that the teaching of foreign languages should not be limited to English.

In fact, when we think of foreign languages, we think of all the languages of foreign countries, but, unfortunately, in our country, the system of pre-school and general secondary education is clearly lacking in this regard. After all, almost all state-run secondary schools have been teaching English as a foreign language until now. However, based on the needs of educational institutions, sectors and regions, today, on the initiative of the President, the urgent issue of organizing the teaching of at least 10 foreign languages - English, Russian, German, French, Chinese, Korean,

Japanese, Turkish, Arabic, Persian - has been put on the agenda.

Today, a number of activities in this regard are being carried out by the Agency for Popularization of Foreign Language Learning under the Cabinet of Ministers. In terms of language learning and teaching, teaching methods that have been effective in the experience of mature scientists of the world, as well as the introduction of a continuous educational chain on the principle of «kindergarten-school-higher education organization-enterprise» in the field of foreign language teaching, language learning methodology suitable for all levels of the population and a lot of important work is being done, such as coordinating the development of recommendations. In a short period of time, the agency has established cooperation with ministries that are the main links of the continuous education system, many foreign and local organizations operating in various fields of foreign language teaching, as well as state and non-state educational institutions, and is able to work on large-scale projects. Including the British Council, the US Embassy in Uzbekistan, the Goethe Institute in Uzbekistan, the Japanese and Korean international cooperation agencies, At Tanal Al Arabi, an organization that includes the Arabic language teaching and testing system, Istanbul Aydin University, as well as Macmillan, Oxford, Pearson, MM, Klett contacts with foreign publishing houses are established and activities are carried out in cooperation.

Also, mobile groups consisting of representatives of non-governmental educational organizations and foreign partners operating in the republic were formed by the Agency for improving the qualifications of teachers of educational organizations located in remote areas or with low indicators of foreign language teaching. Based on the «cascade» principle, these mobile groups are preparing trainers for the teaching and popularization of foreign languages in the regions, and their activities on improving the qualifications of foreign language teachers in the region were organized.

In a broad sense, postmodernism refers to changes in point of view, manifesting itself in various disciplines, such as socio-cultural, literary and social sciences, art, architecture, literature, communications and technology. In general, the shift in postmodern perception began in the late 1950s and continues to this day. Postmodernism can be associated with post-World War II humanism and the attack on capitalism.

Postmodernism came to literature in the second half of the 20th century, and in translation from Latin and French, “postmodern” means “modern”, “new”. This literary movement is seen as a response to human rights violations, the horrors of war, and post-war events. It arose from the rejection of the ideas of the Enlightenment, realism and modernism and became popular in the early 20th century. In modernism, the main goal of the author is to search for meaning in a changing world, while postmodernist writers emphasize the meaninglessness of what is happening. Dissection, black humor, interruption of events in stories, mixing of genres - these are the main features characteristic of postmodern literature. Postmodernism has many features of modernism. Both currents reject strict boundaries between art forms.

Postmodernism is a phenomenon that has received a very ambiguous assessment in English science: from enthusiastic acceptance to the most resolute denial. At the same time, postmodernism, as a way of understanding contemporary social reality, offers unexpected and original solutions to many problems that are relevant to English science and social practice. First of all, this concerns the problem of interpreting modernity as a way of existence of a society that is different from the previous one, no matter what definition it is given - postmodern, postindustrial, information, knowledge society, risk society, global. society or society of late radical modernity. Obviously, this list can be continued, as well as the justification for the absence of the specifics of modernity, sufficient to attribute to it the status of a special stage in the development of society. At the same time, each of the above concepts emphasizes certain features of modernity, in which modernity, as it seems to the adherents of these theories, is best expressed. Postmodernity in this range of concepts is exceptional in that it carries out a

radical critique of classical rationality and an attempt to create “post-epistemological” principles of cognition that are different from the classical principles, the foundations of which are only being developed today, and their verification as the foundation of a specific cognitive procedure is difficult due to the fact that any verification known to science will be carried out according to the usual classical method.

Such difficulties, however, do not “automatically” cancel the presence in postmodernism as a theoretical model for understanding modernity of heuristic value. The debunking of classical rationality as the only possible approach to understanding society and the mode of existence of scientific knowledge, on the one hand, and the construction of an alternative model for such research, on the other, deserves the closest attention, especially in connection with the crisis perceived by science, which has not bypassed sociological knowledge. . : “We often write and talk about the crisis of the positivist neo-empirical doctrine of scientific knowledge as one of the largest theoretical achievements in Western philosophy of the twentieth century... with the most immutable essence of scientific research as such.

One of the fundamental prerequisites for revising the usual epistemology was the “death” of the idea of progress. It gave rise to many studies in the sociological and philosophical Western literature, aimed at finding new foundations of social cognition associated with a different type of rationality. The variety of theoretical approaches offered by postmodernist thinkers makes it difficult to define postmodernism accurately. In its most general form, we can say that this is a set of theories that explain the replacement of modernity by postmodernity. From this, however, it follows that it is also necessary to distinguish between the concepts of «postmodern» and «postmodernism»: the first means the state of society, and the second refers to the theories that describe this state. There are so many of the latter that one and the same concept - postmodernism - denotes a whole direction of modern social thought. It should be considered as a kind of integrity, since, with all its internal diversity, it has features that are inherent only in this way of theorizing and thinking.

Particular difficulty is the definition of the chronological framework of postmodernity as a stage in the development of society. Undoubtedly, this period has not yet ended, but among researchers there is no consensus on the date of its beginning. The most radical answer to this question belongs to A. Toynbee, according to whom this happened in 1875. Those who are less decisive, but, it seems, put forward their judgments more reasonably, consider 1968, the time of the students’ performances in Paris, to be the optimal date.

The relationship between intellectual constructions, also characterized by a high level of abstraction, and the clashes between the authorities and students unfolding on the streets of Paris, of course, cannot be considered unambiguous. However, they certainly had a certain influence on the formation of social theories, in particular, of a postmodernist kind, and the attitude towards the “May Revolution” became for many years a marker by which the French intellectual was identified. That is why we can talk about the emergence of postmodernity as a new era after 1968 - students (who came, for the most part, from bourgeois families) opposed «bourgeoisness», which meant that they did not want a calm and prosperous life. they fed the life that awaited them after graduating from prestigious universities, preferring «justice» to it, no matter how bizarrely it was understood. Hardly realizing it fully, the students questioned the basic principles of the organization of Western society: democracy and the liberal economy, created on the basis of the slogan «Liberté, Égalité, Fraternité», almost a priori in its absoluteness, on which the French Republic was built. This marked the abandonment of the hitherto sacred Enlightenment model of a society of equality and justice, or, as it will be defined later, modern society.

The works of postmodernist writers amaze the imagination, erase the boundaries of genres, change ideas about the past. However, it should be noted that the classic

works of the Spanish writer Miguel de Cervantes, the Italian poet Giovanni Boccaccio, the French philosopher Voltaire, the English writer Lorenzo Stern, created in the direction of modernism, had a strong influence on postmodernism. This served as the basis for the emergence of postmodernism - parody and unusual narrative forms in the works of these authors.

The famous French scientist Jean-Francois Lyotard describes the state of science in societies that have reached the peak of development, in his work «The Postmodern State: A Summary of the Sciences» as a postmodern state. Like all currents, the emergence, rise and fall of postmodernism is not defined by exact dates. Literary scholars emphasize that the starting point of postmodern literature can be determined by important publications or the rise of literary events.

John Hawkes' *Cannibal* and Alan Ginsberg's *The Scream* were first published in 1949, *Waiting for Godot* and *Naked Lunch* in 1953, Jacques Derrida's *Structure, Sign and Play* in 1966. . scientific community or, later, in 1971, Egyptian origin.

It can be shown that such works of the American literary critic and writer Ihab Hasan as «*The Decay of Orpheus*» allow a more profound differentiation of postmodernism from modernism and that the postmodern movement has entered the stage of world literature as a literary movement.

The role of David Mitchell in expressing the ideas of postmodernism in English literature is incomparable. David Mitchell is one of the leading figures in postmodernism in the twenty-first century. He is a modern writer, one of the writers who have made a great contribution to the development of English literature with his works, and his works occupy a deep place in the hearts of readers. He participated with his works in the international project «*Library of the Future*» and took a prestigious place. David Mitchell has won the Booker Prize and the John Llewellyn Prize twice. and Mitchell is one of the authors who won the Reece Award for his debut novel *Ghostwritten* (1999) and *Cloud Atlas* (2004).

It should be noted that Mitchell's place in modern English literature is incomparable. The heroes of his works travel from one story to another, the peculiar intertextual aspects of his works are revealed more clearly. To understand the features of postmodern literature, it is useful to study the works of contemporary authors such as D. Mitchell.

The works of David Mitchell, in particular the novels *Ghostwritten*, *Dream Number 9* and *Cloud Atlas*, can be classified as postmodern literature in several ways, since the writer used postmodernist strategies in describing the events of the work. . In the course of the work, the writer "What kind of world is this? What to do then? What should I do?" tries to show the existence of truth by answering questions.

The *Ghost* by David Mitchell is a nine-story debut novel published in 1999. Each character is written as a cameo character, but they are all connected by supposed «random» events, and some of the stories are based on actual events. The attack on the Tokyo subway in 1995 is a prime example of this. In this work, the personality is reflected as an integral part of the global network. The very title of the work indicates that it describes unusual events and reflects events taking place during the postmodern crisis. The climax of the novel is portrayed by such events as the nuclear confrontation of the superpowers, concern for the future of the world and humanity. In it, the tension between the concepts of fate and chance rises to the level of the world stage and leads the reader to the conclusion that humanity is created for self-destruction.

Mitchell's second novel, *Number9dream*, written in 2001, is also one of the works created in the postmodern direction. Eiji Miyake, the protagonist of the work, expresses his figurative and real journeys and adventures in nine chapters of the work in order to realize his personality. In every chapter events related to the concepts of fantasy, memory, genre, virtual reality, memoirs, fairy tale, dream and fate are

expressed. These features are important aspects of the work and do not reflect the exact «reality». Rather, all stories are told from a certain point of view, and therefore all are described through the experiences and experiences of the narrator.[6,11]

The writer's work «Cloud Atlas» is also written in the style of postmodernism, and Mitchell creates events in it based on different models of time. This work contains several intertextual characters and also sometimes recognizes fiction as a short story based on literary conventions. An enduring interest in narrative forms stems from the political issues of the novel, reflecting a series of human crises that culminate in an ecological apocalypse. A person reading a work has the following questions: is humanity condemned for its actions throughout its history? Can't he control his future?

The leitmotif of reincarnation in the work shows the permutation of time. The concept of time is one of the important themes of this work and the three forms of time, i.e. cyclic time, linear time, and «concertina» models of time. can be observed. In the first part of the work, time is given in a linear time model, and the events in it are expressed in one system. In the following parts, a «harmonious» model of time is expressed.[7,31]

In conclusion, we can say that postmodernist views are expressed in a number of works by the English writer David Mitchell, and it is these features that are the reason for his popularization and popularization. D. Mitchell occupies a place in modern literature as the creator of works related to climate change, which is currently being developed. Postmodern fiction, reflected in his works, should be seen as a call and a warning to humanity to think about the future

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