
CONFERENCE ARTICLE

A Study Of Themes And Narrative Techniques In English Literature

Ruzmetova Diana Komilovna

Acting Associate Professor (PhD) at Chirchik State Pedagogical University, Uzbekistan

ABSTRACT

This article examines the main themes and narrative techniques used in literary works across different genres and historical periods. It analyzes how authors employ narrative structure, point of view, symbolism, imagery, and stylistic devices to convey thematic meaning and shape readers' interpretation. Based on the analysis of literary texts, the study emphasizes the interdependence between thematic content and narrative form, demonstrating that themes are expressed not only through plot and characters but are also deeply embedded in narrative techniques. The research contributes to literary analysis by proposing a systematic approach to understanding how narrative strategies enhance thematic depth and the artistic value of literary works.

Keywords: Literature, themes, narrative techniques, literary devices, symbolism, narrative structure, literary analysis.

INTRODUCTION

The relevance of this study is determined by the growing need for comprehensive literary analysis integrating both thematic and narrative approaches. Contemporary literary scholarship increasingly emphasizes interdisciplinary and methodological approaches; however, the relationship between themes and narrative techniques is often examined separately. The present study aims to address this gap by developing a unified analytical model applicable to various literary texts.

At the present stage of scholarly development, the theory of textual expressiveness is being integrated into the concept of linguistic personality and, in foreign language teaching methodology, into the concept of secondary linguistic personality. At an advanced level of foreign language proficiency, knowledge of the category of expressiveness at the phonetic, morphological, syntactic, and textual levels is necessary not only in a narrowly pedagogical sense but also as an important condition for the formation of a secondary linguistic personality. The effectiveness of this process largely depends on the development of text-production competence—the ability to produce oral and written texts of various styles and genres using the full range of linguistic resources, including expressive devices.

The relevance of the study is also determined by the need to develop analytical reading skills among linguistics students and to foster a deeper understanding of the expressive potential of the English language through the analysis of classical literary works. Achieving a professional level of language proficiency requires the development of text-production competence alongside linguistic and communicative competencies. The text serves as the fundamental unit of communication, characterized by coherence and cohesion and constructed according to specific linguistic principles. According to Komissarov, text-production competence is the ability to produce various types of texts in accordance with communicative objectives and the communicative situation.

Literature Review

Samuel Richardson's novel *Pamela; or, Virtue Rewarded* is a significant work of the Enlightenment period. It reflects the philosophical ideas of its time, as well as the social norms and

moral values of the era. Richardson's narrative technique is characterized by attention to detail, subtle psychological analysis, and a cumulative narrative structure. The epistolary form of the novel vividly demonstrates the expressive potential of language and enhances the emotional impact of the text.

The expressiveness of language and speech is a key concept in decoding stylistics. It lies at the intersection of stylistics, semantics, and pragmatics. Two main approaches are distinguished in scholarly tradition:

- Stylistic
- Semasiological

The study employs a distinction between denotative and connotative meaning, with connotation encompassing emotional, evaluative, and functional-stylistic components.

Teaching textual expressiveness to prospective linguists is carried out in stages and includes problem-analytical, research-oriented, and productive-creative stages. The final stage involves the use of game-based technologies that contribute to the development of creative thinking and increase students' motivation.

The analysis demonstrates that narrative techniques function not as decorative elements but as structural means of meaning-making. Through point of view, symbolism, composition, and imagery, authors explore key themes such as identity, power, love, conflict, and morality. The use of strategies such as unreliable narration, nonlinear plotting, and shifts in perspective makes it possible to present themes from multiple dimensions and encourages deeper interpretation by readers.

Conclusion

Themes in literature acquire depth and artistic expressiveness through the deliberate use of narrative strategies. Narrative techniques not only convey content but also shape its interpretation. Understanding this relationship deepens literary analysis, contributes to the development of text-production competence, and expands methodological opportunities for teaching. Further research may focus on examining expressiveness across different genres and types of discourse.

References

1. Kashapov, M. M. Innovative Educational Technologies: Textbook. Moscow: Direct-Media, 2022.
2. Albert E. History of English Literature. 5th ed. Oxford – N. Y.: Oxford University Press, 2000.
3. Балашова Т. А. ИЗУЧЕНИЕ ЭКСПРЕССИВНОСТИ ТЕКСТА РОМАНА ЭПОХИ ПРОСВЕЩЕНИЯ ДЛЯ ФОРМИРОВАНИЯ ТЕКСТООБРАЗУЮЩЕЙ КОМПЕТЕНЦИИ СТУДЕНТОВ-БУДУЩИХ ЛИНГВИСТОВ (НА МАТЕРИАЛЕ «ПАМЕЛЫ» С. РИЧАРДСОНА) //Педагогика. Вопросы теории и практики. – 2023. – Т. 8. – №. 4. – С. 352-358.
4. Komissarov, V. N. Modern Translation Studies. Moscow: R. Valent, 2011.
5. Minakova, L. Yu., Tikhonova, E. V. Methodological Aspects of Teaching Intercultural Communication and Translation. Tomsk: Tomsk State University Publishing House, 2018. p.
6. Mikhail'skaya, N. P. History of English Literature. Moscow: Academy, 2007.
7. Sarsenbaeva Z. A SYSTEMATIC COMPARISON OF SELECTED TEXTS BY D. MITCHELL //Interpretation and researches.– 2024.
8. Sarsenbaeva Z. Descriptions of imagery, symbolism, and non-realistic elements //Conference Proceedings: Fostering Your Research Spirit. – 2024. – С. 409-414.
9. Сарсенбаева З. Analysis of images and symbols in english non-realistic works //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2023. – Т. 1. – №. 1. – С. 229-232.
10. Сарсенбаева З. Модернизм в узбекской литературе и интерпретация образов //Зарубежная лингвистика и лингводидактика. – 2024. – Т. 2. – №. 1. – С. 193-199.
11. Zoya S. LITERARY ANALYSIS OF DAVID MITCHELL'S WORKS IN ENGLISH LITERATURE //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2024. – Т. 2. – №. 41. – С. 11-19.
12. Zoya S. LITERARY ANALYSIS OF ULUGBEK HAMDAMOV'S WORKS IN UZBEK LITERATURE //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2024. – Т. 2. – №. 41. – С. 20-25.