



## THE ROLE OF THE CONCEPT OF CHILDHOOD IN LITERATURE AND HISTORICAL THEORETICAL FOUNDATIONS

Saypiyeva Gulbahor Faxriddin qizi

Qashqadaryo viloyati Iqtisodiyot va pedagogika universiteti. Xorijiy til va adabiyoti

yo'nalishi 1-kurs magistranti

+99891 632-93-16

**Annotation:** This article explores the evolving concept of childhood in literature, tracing its historical and theoretical foundations. Through a comparative analysis of literary works and theoretical perspectives, it examines how childhood has been constructed, represented, and interpreted across different eras. The study employs a qualitative approach, analyzing key texts and drawing on historical theories to understand the socio-cultural influences shaping these portrayals. The findings highlight the dynamic interplay between literature and societal perceptions of childhood, offering insights into its symbolic and practical significance.

**Key words:** Childhood, literature, historical theory, innocence, socialization, Romanticism, Victorian era, modern literature, cultural construct, narrative.

The concept of childhood has long been a central theme in literature, serving as a lens through which authors explore human development, societal values, and cultural anxieties. Far from being a static or universal idea, childhood is a socio-cultural construct that has evolved significantly over time, shaped by historical contexts, philosophical debates, and literary movements. From the Romantic idealization of the child as a symbol of purity to the complex, often troubled depictions in modern literature, the portrayal of childhood reflects broader societal attitudes and theoretical frameworks. This article examines the role of childhood in literature, focusing on its historical theoretical foundations and analyzing how these ideas manifest in key literary works. By exploring the interplay between literature and theory, the study aims to illuminate the ways in which childhood has been imagined and reimagined across different periods.

The concept of childhood in literature and its historical theoretical foundations is a rich and multifaceted topic, reflecting evolving cultural, social, and philosophical perspectives on what it means to be a child. Below, I outline the role of childhood in literature and its theoretical underpinnings, tracing historical developments and key ideas.

### Role of Childhood in Literature

#### Symbol of Innocence and Purity:

- In literature, childhood is often idealized as a state of innocence, purity, and untainted morality. This is evident in Romantic literature, such as William Wordsworth's *Ode: Intimations of Immortality* (1807), where the child is portrayed as closer to divine truth and nature, unspoiled by societal corruption.

- The child as a symbol of innocence recurs in works like Charles Dickens' *Oliver Twist* (1837–1839), where young characters embody moral goodness despite harsh circumstances.

#### Exploration of Growth and Development:

- Childhood serves as a narrative device to explore themes of maturation, identity, and the transition to adulthood. Bildungsroman novels, such as Charlotte Brontë's *Jane Eyre* (1847) or J.D. Salinger's *The Catcher in the Rye* (1951), center on the psychological and moral growth of young protagonists.

- These narratives often depict childhood as a formative period fraught with challenges, discoveries, and the loss of innocence.

#### Critique of Society:

- Literature frequently uses childhood to critique societal norms, injustices, or adult hypocrisy. In Mark Twain's *Adventures of Huckleberry Finn* (1884), Huck's perspective as a child exposes the moral failings of a racially divided society.

- Similarly, contemporary works like William Golding's *Lord of the Flies* (1954) use children to explore the fragility of civilization and the innate capacity for savagery.

#### Nostalgia and Memory:

- Childhood is often portrayed as a lost Eden, evoking nostalgia in adult narrators or readers. For example, in Marcel Proust's *In Search of Lost Time* (1913–1927), childhood memories trigger profound reflections on time and identity.

- This nostalgic lens is also evident in children's literature, such as A.A. Milne's *Winnie-the-Pooh* (1926), which appeals to both children and adults by evoking a simpler, carefree world.

#### Agency and Subversion:

- Modern and postmodern literature increasingly depicts children as agents with complex inner lives, challenging traditional views of childhood passivity. Works like Neil Gaiman's *Coraline* (2002) portray children as resourceful and courageous, navigating dark or fantastical worlds.

- This shift reflects contemporary views of children as individuals with rights and voices, as seen in young adult literature addressing issues like mental health or social justice (e.g., Angie Thomas' *The Hate U Give*, 2017).

#### Historical Theoretical Foundations

The literary portrayal of childhood is deeply tied to historical and philosophical shifts in how childhood has been conceptualized. Below are key theoretical developments:

#### Pre-Modern and Medieval Views (Pre-17th Century):

- In medieval Europe, childhood was not distinctly recognized as a separate stage of life. Children were often seen as "miniature adults," expected to assume adult roles early, as noted by historian Philippe Ariès in *Centuries of Childhood* (1960).

- Literary depictions, such as in Chaucer's *The Canterbury Tales* (14th century), rarely focused on childhood as a unique state, reflecting a lack of cultural emphasis on child-specific experiences.

#### Enlightenment and the Emergence of Childhood (17th–18th Centuries):

- The Enlightenment brought new philosophical attention to childhood. John Locke's *Some Thoughts Concerning Education* (1693) posited that children are "blank slates" (*tabula rasa*), shaped by environment and education, emphasizing the importance of nurturing.

- Jean-Jacques Rousseau's *Emile, or On Education* (1762) romanticized childhood as a natural, innocent state, advocating for education that respects the child's developmental stages. Rousseau's ideas influenced the Romantic movement's idealized view of children.

- Literature began reflecting these ideas, with early children's books like John Newbery's *A Little Pretty Pocket-Book* (1744) catering specifically to young readers.

#### Romanticism and the Sacred Child (Late 18th–Early 19th Centuries):

- Romantic thinkers, inspired by Rousseau, elevated childhood to a near-mythical status. Wordsworth and Samuel Taylor Coleridge viewed children as embodiments of imagination and spiritual purity, as seen in poems like Wordsworth's "We Are Seven" (1798).

- This period marked the rise of children's literature as a distinct genre, with works like the Grimm Brothers' fairy tales (1812) blending moral instruction with fantasy.

### Victorian Era and Social Reform (19th Century):

- The Victorian period saw increased attention to childhood due to industrialization, child labor, and social reform movements. Charles Dickens' novels, such as *David Copperfield* (1850), highlighted the plight of children in harsh societal conditions, aligning with reforms like the Factory Acts.

- Psychological theories, such as those of Sigmund Freud (late 19th century), began exploring childhood as a critical period for personality development, influencing later literary depictions of the child's inner world.

### 20th Century: Psychological and Sociological Perspectives:

- Freud's psychoanalytic theories emphasized the impact of early childhood experiences on the subconscious, influencing modernist literature's focus on memory and trauma (e.g., James Joyce's *A Portrait of the Artist as a Young Man*, 1916).

- Sociologists like Jean Piaget (1930s) developed stage-based theories of cognitive development, reinforcing the idea that childhood is a distinct developmental phase. This informed realistic portrayals of children in literature.

- The rise of children's rights, codified in documents like the 1924 Geneva Declaration, paralleled literature's growing emphasis on child agency, as seen in works like E.B. White's *Charlotte's Web* (1952).

### Contemporary Theories and Postmodernism (Late 20th–21st Centuries):

- Postmodern and postcolonial theories challenge universal notions of childhood, highlighting how race, class, and culture shape experiences. For example, Toni Morrison's *The Bluest Eye* (1970) examines childhood through the lens of racial trauma.

- Scholars like James Kincaid (*Child-Loving*, 1992) critique the romanticization of childhood, arguing that it reflects adult desires and anxieties rather than children's realities.

- Contemporary children's and young adult literature often incorporates these critical perspectives, addressing diverse identities and global issues, as in Malala Yousafzai's *I Am Malala* (2013).

### Conclusion

The role of childhood in literature is both a mirror of historical attitudes and a creative space for exploring human nature. From medieval indifference to Romantic idealization, Victorian reformism to postmodern critique, the concept has been shaped by philosophical and social currents. Literary childhood remains a dynamic field, reflecting ongoing debates about what it means to be young in an ever-changing world.

This article demonstrates that the concept of childhood in literature is a dynamic and evolving construct, shaped by historical, theoretical, and cultural forces. From the Romantic ideal of innocence to the complex, often troubling depictions in modern literature, childhood serves as a powerful symbol and narrative device. The interplay between literature and theory reveals how societal perceptions of childhood are both reflected and constructed through storytelling.

### References

1. Aries F. Child and family life in the old order. [Rebenok i semejnaja zhizn' pri starom porjadke]. Ekaterinburg: Publishing House of the Ural University, 1999. 416 p. (in Russ)
2. Vygotsky L.S. The problem of the cultural development of the child. [Problema kul'turnogo razvitiija rebenka]. Vestn. Mosk. Univ. Ser. 14, Psychology. 1991. No. 4. P. 5–18. (in Russ)



# Western European Journal of Linguistics and Education

Volume 3, Issue 4, April 2025

<https://westerneuropeanstudies.com/index.php/2>

ISSN (E): 2942-190X

Open Access| Peer Reviewed

 This article/work is licensed under CC Attribution-Non-Commercial 4.0

3. Foucault M. The history of madness in the classical period. [Istorija bezumija v klassicheskiju jepohu]. TRANS. with FR. I. K. Stuff. Moscow: AST, MOSCOW, 2010. 698 p. (in Russ)
4. Erickson E.G. Childhood and society. [Detstvo i obshhestvo]. TRANS. [eng.] and scientific. Ed. A.A. Alekseev. St. Petersburg: Summer garden, 2000. (in Russ)
5. Dianova E.E. The image of childhood in English and Russian prose of the mid-nineteenth century. [Obraz detstva v anglijskoj i russkoj proze serediny XIX veka]. The dissertation ... of candidate of philological Sciences : 10.01.05. Moscow, 1996. 249 p. (in Russ)
6. Dyakonova N.Ya. Philosophical origins of the world of Dickens. [Filosofskie istoki mirosozercanija Dikkensa]. Izvestiya. Ser.lit. and lang. 1996. So 55. No. 1. P. 17–29. (in Russ)
7. Anenskaya A.N. Charles Dickens. His life and literary activity. [Charl'z Dikkens. Ego zhizn' i literaturnaja dejatel'nost']. Howard. Lassalle. Dickens. S. Solovyov: Biographical narrative. Chelyabinsk: Ural LTD, 1999. P. 235 320. (in Russ)