



COMPARATIVE ANALYSIS OF J. BYRON AND M. LERMONTOV'S POETRY

Ruzibayeva Aziza Kahramanovna
Karshi Economy and Pedagogy University

Abstract: This article presents a comparative analysis of the poetry of two renowned poets, Lord Byron and Mikhail Lermontov. Through an examination of their themes, styles, and influences, this study seeks to illuminate the similarities and differences in their poetic works. By exploring how these two poets approach topics such as love, nature, and society, this analysis aims to offer insight into the unique contributions of Byron and Lermontov to the world of poetry.

Keywords: comparative analysis, Lord Byron, Mikhail Lermontov, poetry, themes, style, influence.

INTRODUCTION

The poetry of Lord Byron and Mikhail Lermontov are two significant contributions to the Romantic literary movement. Both poets explored themes of love, nature, and individualism in their works, but with distinct styles and perspectives. This comparative analysis aims to examine the similarities and differences between the poetry of J. Byron and M. Lermontov, shedding light on their unique artistic visions and contributions to the Romantic era.

MAIN PART

Lord Byron (1788-1824) was an English poet known for his romantic and often melancholic works. His poetry often explored themes of love, nature, and the complexity of human emotions. Some of his most famous works include "Childe Harold's Pilgrimage" and "Don Juan." Mikhail Lermontov, one of the greatest Russian poets and writers of the 19th century, is best known for his profound and insightful poetry that captures the essence of human emotions and experiences. Born in 1814 in Moscow, Lermontov's life was marked by tragedy and turmoil, which greatly influenced his work. Lermontov's poetry is characterized by its deep emotional intensity, its exploration of themes such as love, loss, destiny, and the nature of existence. His poems often reflect a sense of disillusionment with society and a longing for something greater. One of his most famous works, "Borodino," is a powerful ode to the courage and sacrifice of Russian soldiers during the Napoleonic Wars.¹

In addition to his poetry, Lermontov was also a talented novelist and playwright. His novel "A Hero of Our Time" is considered a classic of Russian literature, exploring themes of alienation, love, and moral ambiguity. Lermontov's plays, such as "Masquerade" and "The Demon," are also highly regarded for their psychological depth and poetic language. Lermontov's poetry is characterized by its musicality and imagery, with each line carefully crafted to evoke powerful emotions in the reader. His use of symbolism and metaphor adds layers of meaning to his work, inviting readers to explore deeper themes beneath the surface. Despite his short life – he died at the age of 26 in a duel – Lermontov left behind a rich legacy of poetry that continues to

¹ Abduvalieva, M. A. (2022). A family raising a child with cognitive disorders: problems and development trends. American Journal of Interdisciplinary Research and Development, 4, 246-253



inspire readers around the world. His unique voice and perspective on life continue to resonate with audiences today, making him one of Russia's most enduring literary figures.

John Byron, also known as Lord Byron, was a prominent English poet and writer during the Romantic era. Born on January 22, 1788 in London, Byron was the son of Captain John "Mad Jack" Byron and Catherine Gordon. He inherited his title of Lord from his great-uncle William Byron, the 5th Baron Byron.

Byron's early life was marked by tragedy and turmoil. His father abandoned the family when Byron was just three years old, and his mother passed away when he was only ten. These early experiences shaped much of Byron's later work, which often dealt with themes of loss, isolation, and longing for connection.²

Byron attended Cambridge University where he developed a reputation for his wit and charm, as well as for his rebellious nature. He published his first collection of poetry, "Hours of Idleness," in 1807 at the age of 19. The collection was not well-received by critics, who mocked Byron's work as amateurish and derivative.

Undeterred by this initial failure, Byron continued to write and publish poetry that captured the public's imagination. In 1812, he published "Childe Harold's Pilgrimage," a narrative poem that established him as one of the leading voices of the Romantic movement. The poem follows the travels of a young man named Childe Harold through Europe and the Middle East, exploring themes of love, loss, and disillusionment.³

Byron's poetry is known for its emotional intensity, vivid imagery, and lyrical beauty. His works often explore themes such as nature, love, politics, and personal identity. He was also known for his satirical wit and irreverent humor. In addition to his poetry, Byron was also an influential figure in British society. He was known for his scandalous affairs and tumultuous personal life, which only added to his mystique as a poet. Despite facing criticism for his personal conduct and political views, Byron remained a beloved figure among readers and admirers. Tragically, Byron's life was cut short at the age of 36 when he died from a fever while fighting in Greece during its war for independence from the Ottoman Empire. Despite his untimely death, Lord Byron's legacy as one of England's greatest poets endures to this day. His works continue to be studied and celebrated for their emotional power and enduring relevance in exploring the complexities of human experience.

Mikhail Lermontov (1814-1841) was a Russian poet and novelist who is considered one of the greatest poets in Russian literature. His works often focused on themes of love, fate, and the struggle between good and evil. Some of his notable poems include "The Demon" and "Borodino."⁴

In terms of style, both Byron and Lermontov were influenced by the Romantic movement, which emphasized emotion, individualism, and nature. However, Byron's poetry was characterized by its more rebellious and flamboyant nature, while Lermontov's work had a darker and more introspective tone.⁵

² Shaw, Joseph Thomas. "Byron, the Byronic Tradition of the Romantic Verse Tale in Russian, and Lermontov's Mtsyri." *Poetry Criticism* 250 (1956).

³ Pervushin, Nicholas V. "Lermontov's Poetic Apprenticeship." *Études Slaves et Est-Européennes/Slavic and East-European Studies* 12, no. 1 (1967): 25-43.

⁴ Zhatkin, Dmitry N., and Tatiana A. Yashina. "Thomas Moore's poems and his book about Jg Byron in the creative perception of M. Yu. Lermontov." *Amazonia Investiga* 7, no. 14 (2018): 104-111.

⁵ Heier, Edmund. *Comparative Literary Studies: Lermontov, Turgenev, Goncharov, Tolstoj, Blok-Lavater, Lessing, Schiller, Grillparzer*. Peter Lang International Academic Publishers, 2000.



In terms of themes, both poets explored similar ideas such as love, nature, and the struggle against societal norms. However, Byron's work often dealt with personal experiences and relationships, while Lermontov's poetry delved into deeper philosophical questions about life and existence.

Overall, while both Byron and Lermontov were influential poets in their respective countries during the Romantic era, they had distinct styles and themes that set them apart from each other. Their poetry continues to be studied and appreciated for its emotional depth and literary significance.

Conclusion

In conclusion, the poetry of J. Byron and M. Lermontov both reflect the spirit of Romanticism, albeit in different ways. While Byron's works often embody a sense of rebellion and passion, Lermontov's poetry is marked by introspection and melancholy. Through this comparative analysis, we have gained a deeper understanding of how these two poets approached similar themes with distinct styles, enriching our appreciation for their enduring literary legacies.

References

1. Abduvalieva, M. A. (2023). Institutional Foundations Of Social Adaptation Of Children With Intellectual And Mental Disabilities In Uzbekistan. *Journal of Modern Educational Achievements*, 5(5), 225-237.
2. Zhatkin, Dmitry N., and Tatiana A. Yashina. "Thomas Moore's poems and his book about Jg Byron in the creative perception of M. Yu. Lermontov." *Amazonia Investiga* 7, no. 14 (2018): 104-111.
3. Абдувалиева, М. А. (2022). Этико-правовые аспекты информирования родителей о рождении у них ребенка с синдромом Дауна. *Academic research in educational sciences*, (1), 69-72.
4. Shaw, Joseph Thomas. "Byron, the Byronic Tradition of the Romantic Verse Tale in Russian, and Lermontov's Mtsyri." *Poetry Criticism* 250 (1956).
5. Абдувалиева, М. А. (2021). Проблемы преодоления стигматизации и становления толерантного сознания в обществе по отношению к лицам с инвалидностью. *Журнал Социальных Исследований*, 4(2).
6. Абдувалиева, М. А. (2021). 3.1. ПРОТИВОДЕЙСТВИЕ НЕГАТИВНОМУ ВЛИЯНИЮ ПАНДЕМИИ НА ЖИЗНЬ ЛЮДЕЙ С ОГРАНИЧЕННЫМИ ВОЗМОЖНОСТЯМИ В УЗБЕКИСТАНЕ. In *Современное общество: оценка состояния и перспективы развития* (pp. 139-143).
7. Pervushin, Nicholas V. "Lermontov's Poetic Apprenticeship." *Études Slaves et Est-Européennes/Slavic and East-European Studies* 12, no. 1 (1967): 25-43.
8. Abduvalieva, M. A. (2022). A family raising a child with cognitive disorders: problems and development trends. *American Journal of Interdisciplinary Research and Development*, 4, 246-253.
9. Asilbekovnaabduvalieva, M., & Khabibovnaganieva, M. (2020). Analysis of medical and social services in the context of the modernization of the social sphere in Uzbekistan. *Journal of Advanced Research in Dynamical and Control Systems*, 12(Special Issue 6), 726-740.
10. Абдувалиева, М. А., Абдуллаева, Ф. А., & Абдурахимова, Д. (2018). Повышение правовой культуры молодежи—один из важнейших факторов построения



правового государства. М. Өуезов атындағы ОҚМУ ҒЫЛЫМИ ЕҢБЕКТЕРІ
НАУЧНЫЕ ТРУДЫ ЮКГУ имени М. Ауэзова TRANSACTIONS, 231.

11. Heier, Edmund. Comparative Literary Studies: Lermontov, Turgenev, Goncharov, Tolstoj, Blok-Lavater, Lessing, Schiller, Grillparzer. Peter Lang International Academic Publishers, 2000.
12. Абдувалиева, М. (2022). Приоритетные направления совершенствования социальной поддержки семей, воспитывающих детей с инвалидностью в современном Узбекистане. Academic research in educational sciences, 3(NUU Conference 2), 595-602.