STAGES OF THE DEVELOPMENT OF THE TEACHER IMAGE IN WORLD LITERATURE

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Abstract. This thesis analyzes the formation, stages of development, and artistic interpretations of the teacher image in world literature. The study explores the genesis of the mentor-teacher image in ancient Eastern and Western literature and highlights the distinctive features of the teacher image in Antiquity, the Middle Ages, Enlightenment literature, Realism, and contemporary literature. Furthermore, the study examines the interpretation of the teacher as a spiritual leader, promoter of enlightenment, and a literary figure possessing a socio-psychological dimension in world literature. The findings demonstrate that the evolution of the teacher image continues to have significant theoretical and practical importance for contemporary pedagogical processes.

Keywords: world literature, teacher image, mentor, genesis, Enlightenment, Realism, Modernism, pedagogical views, spiritual leadership, education and upbringing.

The image of the teacher in world literature has been formed as one of the significant artistic symbols since ancient times. In the literature of different periods and nations, the images of the teacher, mentor, and tutor have been interpreted not only as individuals who impart knowledge, but also as leaders contributing to the spiritual development of society. Particularly, in the context of globalization, the continuous improvement of educational systems and the growing attention paid to the personality of teachers further enhance the relevance of studying the teacher image in world literature from a scholarly perspective.

Investigating the genesis of the teacher image makes it possible to identify the formation of ideas about teachers and mentors in ancient Eastern and Western literature, as well as the stages of their historical development. In the literature of Antiquity, the image of the wise teacher emerged; in medieval literature, the figure of the religious and educational mentor became prominent; and in later periods, the image of the enlightened and socially active educator was formed. This process demonstrates that the content and essence of the teacher image evolved under the influence of historical conditions.

The study of the teacher image in world literature is important not only for literary studies, but also for pedagogy, cultural studies, and the theory of education. Through teacher characters depicted in literary works, the spiritual values of a particular era, attitudes toward education, and the social demands placed upon teachers are reflected. Therefore, investigating the genesis and developmental stages of the teacher image serves as an important theoretical source for improving contemporary educational systems.

The genesis of the teacher image in world literature is closely connected with the cultural heritage of ancient Eastern and Western civilizations. In ancient Eastern literature, the mentor-teacher image was portrayed as a bearer of high moral virtues. In particular, in Indian, Chinese, and Islamic Eastern sources, the teacher is interpreted as a disseminator of knowledge and wisdom and as a person guiding individuals toward perfection. In Confucian teachings, the teacher is regarded as the principal factor in the moral development of society, while in classical Eastern literature, the mentor is recognized as an essential pillar of human perfection.

The image of the teacher also occupies an important place in ancient Western literature. In the views of ancient Greek thinkers such as Socrates, Plato, and Aristotle, the teacher appears as a sage who shapes human thought and guides individuals toward truth. In ancient literature and philosophical works, teacher-student relationships were interpreted as the primary form of intellectual cognition and moral education. During this period, the teacher was mainly represented as a wise man, philosopher, and spiritual leader.

In medieval literature, the concept of the teacher acquired a religious and educational dimension. In Eastern literature, thinkers such as Yusuf Khos Khojib, Ahmad Yugnaki, and Alisher Navoi glorified the moral and ethical qualities of the teacher. In Western medieval literature, however, the teacher was portrayed primarily in connection with religious instruction. Overall, in ancient and medieval literature, the teacher image developed as a spiritual leader and promoter of knowledge and morality, thereby laying a solid foundation for the development of later literary traditions.

In the nineteenth and twentieth centuries, the teacher image in world literature was enriched with new meanings and artistic interpretations. In Enlightenment and Realist literature, the teacher was depicted as a crucial factor in social progress and as a person capable of liberating people from ignorance and backwardness. Educational issues received special attention in the literature of this period, and the teacher image was closely associated with social development and human perfection. Particularly in Russian and European Realist literature, the teacher was portrayed as an enlightened individual striving to overcome social problems.

In nineteenth- and twentieth-century literature, the teacher was often interpreted as a spiritual leader. In literary works, teachers are depicted as individuals who educate the younger generation and instill in them the ideals of humanism, patriotism, and goodness. For example, in Russian literature, the teacher is portrayed as a mentor who deeply understands human psychology and is genuinely concerned about the fate of students, whereas in Eastern Enlightenment literature, the teacher is interpreted as a promoter of national awakening and spiritual advancement.

With the emergence of Critical Realism and Modernism, the artistic interpretation of the teacher image became increasingly complex. Literary works of this period portrayed the teacher's inner experiences, professional challenges, conflicts with society, and personal sufferings through profound psychological depictions. The teacher began to be represented not only as an ideal hero but also as an ordinary individual living amid various social problems. Thus, in nineteenth- and twentieth-century world literature, the image of the teacher evolved from that of an enlightener and spiritual leader into a complex socio-psychological character.

In contemporary world literature, the teacher image is presented as a multifaceted socio-psychological figure. In modern literary works, the teacher is depicted not merely as a specialist imparting knowledge, but also as an individual who understands students' emotional states, assists them in overcoming social problems, and adapts to various changes occurring in society. At the same time, contemporary literature provides profound psychological analyses of the complexities of pedagogical activity, including professional responsibilities, emotional stress, and problems related to teachers' personal lives. The processes of globalization and the development of information and communication technologies have brought about significant changes in modern educational systems. These processes are also reflected in world literature. Contemporary literary works address issues related to digital education, distance learning, intercultural communication, and innovative pedagogical approaches. The teacher image is increasingly portrayed as a person capable of understanding global challenges, effectively using modern technologies, and educating the younger generation in accordance with the demands of the new era. In conclusion, the image of the teacher in world literature has undergone a long historical evolution. Initially interpreted as a wise man and mentor in ancient times, the teacher image later developed into that of an enlightener, a socially active individual, and eventually a complex psychological character. Each historical period imposed specific demands on the teacher, and these changes found their reflection in literature.

Today, the image of the teacher possesses not only artistic and aesthetic significance but also important pedagogical and spiritual value. Teacher characters created in world literature serve as an important means of educating younger generations and fostering in them the values of humanism, patriotism, and moral integrity. Therefore, studying the evolution of the teacher image in world literature remains one of the most relevant scholarly directions in both literary studies and pedagogical science.

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