



*Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
José María Pino Suárez 400-2 esq a Lerdo de Tejada, Toluca, Estado de México. 7223898473*

RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VI

Número: Edición Especial

Artículo no.:53

Período: Diciembre 2018.

TÍTULO: Las tradiciones de Bildungsroman en la novela de Tarjemanov «herradura de plata».

AUTORES:

1. Liliya F. Nurieva.
2. Alfiya F. Galimullina.
3. Gelyusya F. Kayumova.
4. Seydin E. Amirlan.

RESUMEN: La novela "The Silver Horseshoe" (1979) de D.A. Tardzhemanov, continúa las tradiciones de Bildungsroman, introducidas en la literatura rusa del siglo XIX, que encaja en un círculo de obras sobre adolescentes escritas por escritores rusos y tártaros en la segunda mitad del siglo XX. La novela es un profundo psicologismo en la imagen del mundo interior de un adolescente. Su acción está relacionada con el final del siglo XVIII y la primera mitad del siglo XIX. Aksakov es representado como un estudiante de secundaria y amigo del personaje principal de la novela, N.I. Lobachevsky.

PALABRAS CLAVES: literatura rusa; literatura infantil; novela educativa; D.A. Tarjemanov; N.I. Lobachevsky.

TITLE: Traditions of Bildungsroman in Tarjemanov's novel «Silver Horseshoe».

AUTHORS:

1. Liliya F. Nurieva.
2. Alfiya F. Galimullina.
3. Gelyusya F. Kayumova.
4. Seydin E. Amirlan.

ABSTRACT: The novel "The Silver Horseshoe" (1979) by D.A. Tardzhemanov, continues the traditions of Bildungsroman, introduced in the Russian literature of the nineteenth century, which fits into a circle of works about teenagers written by Russian writers and Tartars in the second half of the twentieth century. The novel is a profound psychologism in the image of the inner world of a teenager. Its action is related to the end of the 18th century and the first half of the 19th century. Aksakov is represented as a high school student and friend of the main character of the novel, N.I. Lobachevsky.

KEY WORDS: Russian literature; children's literature; education novel; D.A. Tarjemanov; N.I. Lobachevsky.

INTRODUCTION.

The life and the work of Nikolai Ivanovich Lobachevsky is an integral part of the educational movement in Russia. The genius Russian scientist, professor, the rector of Kazan University, N.I. Lobachevsky, made his invaluable contribution to the development of Russian education. Therefore, the study of the artistic originality of the novel by D.A. Tardzhemanov "Silver Horseshoe" (1979) (Tardzhemanov D. 1979) seems relevant. At the same time, this novel has not been the subject of special research so far in the context of the upbringing novel traditions, whose characters are usually presented in development. The novel demonstrates a person's character development in childhood, knowledge is gained, life experience is gained which affects the future life of a person (Gabidullina F.; Akhatova, Z.; Karimova I.; Glukhova O.; Zakirov R., 2018: p. 300).

DEVELOPMENT.

The upbringing novel is of great interest in literary studies. In particular, M.M. Bakhtin gave the classification of this type of novel in the monograph "The aesthetics of verbal creativity" (Bakhtin M.M. 1979, pp. 188-236), in dissertation and monographic studies (E.A. Krasnoshchekov) and scientific articles (M.A. Alekseev, T.N. Tokarev): (Krasnoshchekova E.A. 2008; Alekseeva M.A. 2012; Tokareva T.N.; 2011). They consider the evolution issues of the novel education genre in Russian literature of the 19th - 21st centuries. At the same time, there are no studies on the genre of education novel in the Tatar and Russian-language literature of the Republic of Tatarstan, which determined the goals and the objectives of this study - to consider the specifics of the education novel genre implementation in the work by J. Tardzhemanov.

Methods.

The leading method of research is the systematic approach that allows the use of historical-functional, historical-genetic, comparative-typological and historical-functional methods to the study of Russian, Tatar and Russian-language literature.

The article is dominated by an interdisciplinary approach that allows to identify adequately the current state of Russian and Russian-language literature and literature studies in the context of Russian cultures during the use of data from philosophical, literary, linguistic, methodical and historical research.

The problem of previous era continuity by literature is important in the study of modern literature; therefore, we studied the works on the theory of literature devoted to the understanding of "literary tradition" concept (G.D. Gachev; V.I. Tyup; Yu. N. Tynyanov; V.E. Halizev), the works of literary scholars who consider the problems of upbringing novel (M.M. Bakhtin; M.A. Alekseev; T.N. Tokareva; E.A. Krasnoschekova).

The basis for the study of the works of art of modern Russian-language literature, conducted by us, were the works of modern Kazan researchers V.R. Aminev, F.G. Galimullin, R.R. Zamaletdinov, M.I. Ibragimov, R.F. Bekmetov, E.F. Nagumanova (Zamaletdinov R.R.; Yusupov F.Y.;

Karabulatova I.S.; Yusupov A.F.; Husnutdinov D.H., 2014; Liailia Mingazova and Rustem Sulteev. 2014; Abulhanova, Zilya Ravilevna; Gumerova, Endzhe Foatovna; Mingazova, Liailia Ihsanovna. 2016; Muslimova N.N., Sabirov R.B., Razzhivin A.I., Komar N.G., Pashkurov A.N., Dulalaleva I.Y. (2017), where they consider the issues of modern Russian-language literature poetics, its leading themes, motives, possible literary interrelations with Russian literatures, as well as the works by A.N. Pashkurov, A.I. Razzhivin (Gabidullina F. Akhatova, Z., Karimova I., Glukhova O., Zakirov R. 2018, p. 300), devoted to the problems of successive relationship study in Russian literature.

Results.

The novel by D.A. Tardzhevanov "Silver Horseshoe" can be attributed to the novel-formation, which is one of the varieties of the education novel by the classification from M.M. Bakhtin. The center of considered novel plot is represented by the life of N.I. Lobachevsky from childhood to the development of the great scientist and mathematician personality who made a bold discovery - "Non-Euclidean geometry". Monocentricity is inherent in it, all events and characters allow us to reveal the image of the main character more fully (Gabidullina F. I. 2013, p. 500).

As an epigraph to his novel, D.A. Tardzhevanov took the words of N.I. Lobachevsky: "It is impossible to be a genius who was not born. This is the art of educators: to discover the genius, enrich it with knowledge and give freedom to follow its suggestions ... ". However, the pages of the novel show that it is extremely difficult to be a talented person, and his relationships with others are developed very hard. On the one hand, N.I. Lobachevsky had a wonderful family: a loving mother, a grandfather, his elder brothers Alexander — and the younger Alexey, but the future scientist bore high school life hardly. He was not able to show his knowledge during the entrance exam to the gymnasium and therefore, unlike his brothers, who were immediately taken to elementary classes, he entered only to preparatory classes. However, even there, he had to experience the injustice of teachers and educators.

An impressionable boy did not like the bureaucratic, scholastic system of training and education, based on cramming, on the drill, so he fled from the gymnasium. D.A. Tardzhemanovna idealizes his hero, young Nikolai Lobachevsky, shows his feelings and disappointments with deep psychological insight.

In the first part of the novel, "Spring of a Genius", a significant role in N. I. Lobachevsky's personality development is assigned to his mother, Praskovya Alexandrovna Lobachevskaya, an educated woman, wise and emotionally sensitive. She raised her children in the atmosphere of goodness and mutual understanding, so she did not reproach her son for escaping from the gymnasium, did not demean his sense of human dignity, and after listening carefully, she took him home, to Nizhny Novgorod.

The novel emphasizes the large role of reading in the development of the future scientist personality. As a child, Kolya was a well-read boy, was fond of M.V. Lomonosov's and G.R. Derzhavin's poetry. Having returned to Nizhny Novgorod, he continues to read a lot, taking books from his grandfather's improvised library (the books were kept in the attic of a house without any system). According to the author, "... like most children growing up alone or in a circle of adults; he has developed a rich world of his concepts, the existence of which was not suspected by the older ones. Recently, he was fond of poetry. He read voraciously all the poetry collections preserved in the attic. He also tried to write poetry. In the "History of Mathematics", he learned that the students of Pythagoras wrote their works in verse. He imagined that he was riding a camel on Egyptian land, past majestic pyramids and sphinxes. He visited the proud Euclid in Alexandria, who, was asked by the King Ptolemy about another easy way to study geometry and replied: unfortunately, there is not even for rulers". Further, D.A. Tardzhemanov shows the versatility of Nikolai Lobachevsky personality and cites as an example excerpts from his poems: "The Queen of the Rivers, in a solemn current..." (1, p. 76).

The acquaintance with the biography of M.V. Lomonosov influenced the boy's decision to return to the Kazan gymnasium. D.A. Tardzhemanov uses the method of internal dialogues that reveal the psychology of the hero, making the reader understand how Kolya Lobachevsky comes to the

important decisions in his life: “There are such people, Kolya thought, after reading this book. - He was not afraid. He left his native village alone. He managed to catch the carts during the fierce cold ... And what am I? I quit learning. Why? M.V. Lomonosov would not quit ... ” (...). The boy said: “I want to Kazan. Back ... to the gymnasium ...”. Mother listened to him calmly, as if she was not surprised: “OK,” she smiled. “Let's go.” (1, p. 65). The boy promises his mother "to study thoroughly ...".

Discussion.

D.A. Tardzhemanov, while preserving the traditional tricks of the Buldugsroman, reveals various aspects of the hero's character. "In the chapters devoted to the study at the Kazan gymnasium, and later at the newly opened Kazan University, the stages of the future scientist-mathematician personality development are traced" (8, p. 2800).

D.A. Tardzhemanov focuses on hard work, on the internal attitude of the young N.I. Lobachevsky to gain knowledge, greater autonomy and self-organization. The pages of the novel show a real friendship between boys, who often received deep knowledge not due to the training system at the Kazan gymnasium, and often despite it.

The future famous Russian writer Sergei Timofeevich Aksakov N.I. becomes Lobachevsky's true friend at the university. Many teachers are depicted in a negative way by the novel (Yakovkin, the director of the gymnasium, Krasnov, the math teacher). At the same time, it is shown that in the depths of the traditional education system, due to such true enlightening scholars as Nikolai Misailovich Ibrahimov and Grigory Ivanovich Kortashevsky, the gymnasium students learned to think independently, to make non-standard decisions, get acquainted with the works of writers prohibited at that time by censorship, for example, with A. N. Radishchev's novel "The Journey from St. Petersburg to Moscow".

It is significant that N.M. Ibrahimov taught in the gymnasium both literature and geometry, which makes it possible to see his encyclopedic knowledge and outstanding personality. The novel also provides the idea that there is no deep dividing line between mathematics and literature, but on the contrary, both these areas of knowledge help each other. So, N.M. Ibragimov sets the task for the best students - to master Greek, Latin, French, Arabic, to read the works of famous mathematicians in the original, as well as convinces high-school students of the need for a creative approach to mathematical and geometric problem solution, forms their creative imagination during the lessons via specific examples. Again, the M.V. Lomonosov's example became a convincing evidence of the need for such an approach to learning.

The author shows N.M. Ibragimov and G.I. Kortashevsky as the teachers of a new type, who provide knowledge, and also educate their students primarily by their example, as well as by the informal communication with high-school students after school. So, the high school students were greatly impressed by the walk with N.M. Ibragimov along the Kazan Kremlin and his farewell: "Strive steadily upwards, to the heights of knowledge that has not been discovered yet. This is not an easy way. But to live means to burn with the need of search for the sake of humanity!" These words of the teacher are also remembered by Kolya for the rest of his life (1, p. 77).

Sergei Aksakov was older than Nikolai Lobachevsky, so he was represented in the novel as a friend-mentor. He helped his friend to take a fresh look on life and study at the gymnasium and the university, contributed to the beginning of the friendship between Kolya and the geometer scientist, their teacher G.I. Kortashevsky (S.T. Aksakov lived at his house).

The fates of the boys are about the same: both were unable to take the barracks atmosphere of the gymnasium during the first year of schooling, went home, both subsequently worked diligently on their own in separate subjects, being distinguished by deep and diverse knowledge, independent thinking, which the gymnasium authority did not like. So, S.T. Aksakov on the director's unfair conclusion about his lack of knowledge in certain subjects, was transferred to a lower class for some time and became Kolya's classmate.

The novel by J. Tarzemanov is easy and interesting to read, because along with various events in the life of high-school students, it is easy to talk about mathematical problems, in particular, about “Euclidean geometry”, the absoluteness of which will be refuted later by Nikolay Lobachevsky.

The second part of the novel "Silver Horseshoe" - "The ascent to the truth" tells how difficult it was for an innovative scientist, a pioneer to defend his right to discoveries in science; it was difficult to resist the obscurantists who burned scientific works in the middle of the XIXth century, accusing their authors of godlessness. N.I. Lobachevsky was disappointed very often by the unfair decisions of Kazan and St. Petersburg leaders of Kazan University.

One should note the chapter “A Trip to Petersburg” (Letters)”, which, due to an unusual form — the letters by N.I. Lobachevsky - creates an illusion - the perception of events through the eyes of the hero: these are various impressions from St. Petersburg from theater visits, the meetings with famous people, and also on official duties. Addressed to the hero's, they once again emphasize the special attitude of the scientist to his mother, who remained a friend, a soul mate, a loving person throughout his life.

CONCLUSIONS.

D.A. Tardzhevanov's novel "Silver Horseshoe" reveals the value of “non-Euclidean geometry” discovery by N.I. Lobachevsky, at the same time, holds the idea artistically reliably that in order to make a scientific discovery, you must go through a difficult search path, and you also need courage to defend your point of view.

The undoubted advantage of the novel by D. Tardzhevanov is the availability of scientific information, when even a person far from geometry, understands many geometric problems, and geometry comes to life as science, filled with new emotional content, and the personality of Nikolay Lobachevsky, who is the main hero of the novel, is revealed by its new facets.

Acknowledgements.

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

BIBLIOGRAPHIC REFERENCES.

1. Alekseeva M.A. (2012). Education in modern prose // Dergachevsky's readings. - 2011. Russian literature: national development and regional features: materials of the Xth All-Russian Scientific Conf. - Ekaterinburg, - Vol. 2. - pp. 16 - 24.
2. Abulhanova, Zilya Ravilevna; Gumerova, Endzhe Foatovna; Mingazova, Liailia Ihsanovna (2016). Recipient's image as the source of spiritual and moral education for young generation in children's prose. turkish online journal of design art and communication. - Vol.6, Is. 2799 – 2802.
3. Bakhtin M.M. (1979). The novel of education and its value in the history of realism // Bakhtin M.M. The aesthetics of verbal creativity. pp. 188 - 236.
4. Gabidullina F. Akhatova, Z., Karimova I., Glukhova O., Zakirov R. (2018). Ethical discussions in the national literature as a form of moral education of the students// Journal of Social Studies Education Research, Vol. 9, Issue 2, PP.295-305.
5. Gabidullina F. (2013). I. Religious motives in the work of sagit sunchalay and Anna Akhmatova // International Congress on Interdisciplinary Behavior and Social Science. Indonesia, PP. 500-504
6. Krasnoshchekova E.A. (2008). Education novel - Bildungsroman - on Russian soil: Karamzin. Pushkin. Potters. Tolstoy. Dostoevsky. Pushkin Foundation, - 480 p.
7. Mingazova, Liailia & Sulteev, Rustem (2014). Tatar and English Children's Folklore Education in Folk Traditions // Western Folklore 73.4 (Fall 2014): 410-431. Western States Folklore Society.

8. Muslimova N.N., Sabirov R.B., Razzhivin A.I., Komar N.G., Pashkurov A.N., Dulalaleva I.Y. (2017). Single-Vector Orientation of Literary-Moral and Medical-Social Approaches to Analyses and Overcoming the Problem of Violence Against Women / N.N.Muslimova, R.B.Sabirov, A.I.Razzhivin, N.G.Komar, A.N.Pashkurov, I.Y.Dulalaleva // Man in India. 97 (14). PP.1-11 (SNIP / SJR: 0,11; h: 5
9. Tardzhevanov D. (1979). Silver horseshoe. The novel about Lobachevsky. - M.: Soviet writer, 416 p.
10. Tokareva T.N. (2011). Traditions of education novel in Soviet literature // Bulletin of VSU. Series: Philology. Journalism, № 1. - pp. 93 - 97.
11. Zamaletdinov R.R., Yusupov F.Y., Karabulatova I.S., Yusupov A.F., Husnutdinov D.H. (2014). The formation of Tatars ethnic groups in the southern Urals and trans Urals region // Life Science Journal, Volume 11, Issue 11s, pp. 214-217.

DATA OF THE AUTHORS.

1. **Liliya F. Nurieva.** Kazan Federal University.
2. **Alfiya F. Galimullina.** Kazan Federal University. Email: gulfar21@mail.ru
3. **Gelyusya F. Kayumova.** Kazan Federal University.
4. **Seydin E. Amirlan.** Karakalpak Research Institute for Humanities.

RECIBIDO: 4 de noviembre del 2018.

APROBADO: 22 de noviembre del 2018.