

SE OF EDUCADISCOURTION IN CLERGYMAN'S DAUGHTER BY JORJ ORWELL

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Annotation: The article focus on lesser-known novels like Clergyman's Daughter, it explores the themes of education and societal criticism throughout George Orwell's writings. The author's portrayal of societal structures, class distinctions, and the educational system is a reflection of his own life experiences and professional growth. According to the article, Orwell's writings paint a picture of the British educational system at the start of the 20th century. He made an effort to demonstrate that education is a profitable industry of that time.

Key words: education, novel, teaching, English, system, writer, school

Literature has historically functioned as a medium for critiquing societal norms, revealing injustices, and promoting reform. Among the most influential literary figures of the twentieth century, George Orwell is notable for his unwavering emphasis on class consciousness and social critique. His writings embody a profound concern for the subjugation of the working class and the moral decay of political authority.

Despite being one of George Orwell's lesser-known novels, "A Clergyman's Daughter" (1935) provides a wealth of material for examination. Through the story of main protagonist Dorothy Hare, the daughter of a minister in a tiny English village, it examines the problem of education of England. The writer tried to focus on education through Dorothy. Even she is a daughter of local clergyman she tries to teach a proper way accurately.

"A Clergyman's Daughter" by George Orwell is a scathing indictment of the British educational system in the 1930s and centers on the issue of education. Orwell offers a dismal and frequently pessimistic perspective on how education works, especially at private schools for the lower middle and working classes, based on his personal experiences as a teacher and a student.

Dorothy Hare, who assists her obnoxious and controlling father with parish responsibilities, leads a limited life at Knype Hill. She lives a life of intellectual, spiritual, and emotional restraint and service. Following an unexplained bout of amnesia, she ends up homeless and broke in London. The book chronicles her experiences of homelessness, school employment, and a slow return to her former life, albeit one that has been profoundly impacted by her ordeal.

With her uncle's assistance, she leaves the house and gets employment in London. It's a low-cost private school for females called Ringwood House. The school scenario began in the novel's fourth chapter. The author used announcements to introduce the Ringwood House School. It was a brief announcement with some brief school-related information. The principal of Ringwood House School, Miss Creevy, is in her forties, lean, hard, and angular, with abrupt decided movements that indicated a strong will and probably a vicious temper. Ringwood House is regarded as the nation's third-best school. Dorothy learns that her opinions on the school are merely a means of generating revenue when she starts working there. Miss Creevy's behavior at school and her restrictions cause people to be ignorant. The school curriculum and schedule were

terrible.

Dorothy disliked going to school. Dorothy was treated rudely by Miss Creevy, the head teacher. In her school, Miss Creevy enforced her own rules and enjoyed being a rigorous teacher. Miss Creevy handed over a notebook filled with the names of the students. She stated that she cannot disregard the students listed on the first page or even be harsh with them because their parents had paid for their education with bonuses. She can be stern with the students whose names appear on the second page because their parents have not always paid their bills on time. She has the authority to penalize and be stern with the students whose names appear on the third page. Parents of these pupils paid a school fee not on time. Depend on these Miss Creevy divided parents into three type, they are good payers, medium payers and bad payers. Dorothy was a big surprise. She felt that money had no place in education. Parents naturally wanted the best for their kids, but Miss Creevy's regulations weren't a suitable teaching method.

In the classroom objects were too simple, black paper pinned to the walls and it was written 'Speech is Silver. Silence is Golden' and 'Punctuality is the Politeness of Princes'.

Subjects were the most unexpected. The subjects were Latin, French, history, geography, mathematics, English literature and composition, spelling, grammar, handwriting, and freehand drawing. She tried to teach better but after 3 or 4 lessons she understood that they knew nothing, absolutely nothing. The girls at this school wasted their time by not studying here: "*Mrs Creevy was particularly keen on handwriting. And besides this they had spent great quantities of time—an hour or two out of every day, it seemed—in drudging through a dreadful routine called 'copies.' 'Copies' meant copying things out of textbooks or off the blackboard. Miss Strong would write up, for example, some sententious little 'essay' and the girls would make fair copies of it in their copybooks; and the parents, to whom the copybooks were shown from time to time, were no doubt suitably impressed*"[2. 175 p]. From this passage we can see how the lessons were going on. Dorothy tried to do best for their pupils. She attempted to alter Ringwood House School's instructional methodology. She brought fresh literature, history, and geography books from the library. She wished for females to learn in a proper manner. Miss Creevy kept a close eye on her changes at school. Her lessons did not sit well with her. According to the principal, the new instructor was astute and disobeyed school regulations. Miss Creeve, the new teacher, should adhere to the principal's guidelines and speak favorably about Ringwood House School in various gatherings. More students were attracted as a result. This is how the new instructor ought to be.

The principal, Miss Creevy, was accountable. She divided her students' lunches into three categories: good payers, average payers, and bad payers. The food was edible for the first and second groups, but not so much for the third. The principal of the school calculated everything. The author gave a realistic account of the state of education in Britain. The government did not fund schools, and the state of the teachers and schools was not very good. Education was reduced to a profit-driven enterprise. Any individual from a financially secure household is entitled to start a school. Gathering students is the issue. They should lower the cost of school fees in order to attract more students. Additionally, students arrive on their own. Naturally, the new school should be announced by the current school's principal.

Dorothy was so shocked by the educational system that she was unable to concur with Miss Creevy. She wanted to speak with Miss Creevy about school on multiple occasions, but it was

not possible. Miss Creevy was reticent and focused solely on ways to draw more pupils to her school. She was preoccupied with this notion. She lacked the time to properly consider the development of schools.

In Britain, it was a legitimate requirement for schooling. The British educational system was harshly condemned by the author. Teachers were more prevalent in Britain, much like Dorothy. George Orwell, the Clergyman's daughter, introduced us to new and unseen facets of education. In his biography on George Orwell, autobiographer Crick Bernard discussed the author's narrative style of this book. He made an effort to examine the author's storytelling style as well as the various elements that influence the author's work [1. 25p]. George Orwell's portrayal of Dorothy, the novel's protagonist, was influenced by feminism. The female creature tried to discover a means while looking intently at the life. Her activities demonstrated to the reader that, despite lacking a bachelor's degree, she was an excellent teacher. After publishing the second novel of the writer in Britain government observed school conditions. Not many critiques made a point about Clergyman's daughter. One of the literary critiques John Rodden mentioned in his book about characteristics of literary reputations, including their formation and upkeep [3.58 p]. The issue of Orwell's career and impact, however, is more significant. This includes how political groups from the left and right have seen and embraced him, how his literary career has evolved, and how much of an impact he has had in the US.

The list of used literature

1. Crick B. George Orwell: A life. London: Penguin books, 1980.
2. George O. Clergyman's daughter. London: Mariner Books Classics 1950.
3. Rodden J. The politics of literary reputation: The making and Claiming of St. George Orwell. Oxford: Oxford University press, 1989.