



## COMPOSITIONAL FEATURES OF THE STORY "THE MYSTERIOUS TEACHER" BY LUKMON BORIKHAN

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### Abstract

Analysis of the structure and composition of a work of art is one of the most pressing issues in the field of literary studies. In this article, the concept of the plot of a work of art and the essence of composition, features of compositional analysis and methods of analysis are highlighted based on the story "The Mysterious Teacher" by the talented writer Lukman Burikhan.

**Key words:** Mysterious Teacher, plot, composition, literary work, story.

### INTRODUCTION

It is known that the plot of a work of art is understood as the development of the events of the work, the relationships between the characters, and the sequence of specific changes in the work. The plot is reflected as a collection of many problems, contradictions, and events. In the process of plot analysis, the main conflicts of the work, the main themes, and the psychological experiences of the characters occupy an important place. Composition is a structural mechanism that constitutes a work of art, in which the interconnection of plot, images, events, and language elements is reflected. The main task of composition is to structure the work in such a way that it conveys aesthetics and spiritual content to the reader through its internal logic and dynamics. Through this concept, the writer clearly, fluently, and logically conveys his artistic ideas.

In the compositional analysis of works of art, several main features are taken into account:

1. Roles of heroes and their development. The change of images presented throughout the plot, their internal contradictions and characteristics significantly influence the composition of the work.
2. Periodic distribution of events. The sequence of events in the work, their arrangement and integrity determine the dynamic structure of the composition.
3. Structure. The connection between the beginning of the work, the problem, the culmination and the final part, the process of finding a solution to the problem are studied separately in the analysis.
4. Harmony of symbols and themes. Through the main themes and symbols in the work, their repetition and interrelation, a unified compositional system of the work is formed.

Each of the elements that make up a work of art has its own place, and the connection between them determines the overall aesthetic impact of the work. The elements of the plot include: exposition (Latin exposition, explanation) - this is the introductory part of the plot, the situation preceding the knot in the plot. The exposition provides information about the characters, their relationships, and the main events. The exposition determines the direction of the main events in the work. There are the following types of exposition: direct, delayed, and inverse. The direct



exposition comes before the knot, the delayed exposition after the knot, and the reverse exposition at the end of the work.

A knot is the beginning of a conflict between the characters, a puzzle, a problem posed in the work. Usually, the events of the work end with the solution of this puzzle.

Development of events - the exacerbation of events in the work after a problem, a change in the relationships between the characters.

The story "The Mysterious Teacher" by the Honored Cultural Worker of Uzbekistan, writer Lukman Burikhan, is one of the works with a unique compositional structure. The writer took Abdulla Oripov's lines as an epigraph to the story: "My word about the teacher is this, The teacher is a mirror in perfection." In the story, the main events are described through explanatory notes. It would not be wrong to say that this ensures the interesting and mysterious nature of the work. The work begins with a knot, and the events continue in an incomprehensible way until the end of the work. The true essence becomes clear at the end of the story. In the story, the main character is a young, vigorous young man who has a deep love for the teaching profession. He is surrounded by a society that doesn't consider him worthy of teaching even with his real knowledge and abilities, and a community of teachers abusing education and teaching. The main character's name is Najot G'aybulla. In the work, he is depicted as a teacher of geography. Najot G'aybulla is one of those dedicated individuals who saw teaching not just as a lucrative activity but as a profession of their heart, dedicating their lives to it. His name Najot is not without reason. Only such teachers are the salvation and savior of education. In the process of reading the story, you will fall in love with Najot Muallim because of the explanations given by the characters in the explanatory letters. He was loved by all the students and the teaching staff. Even the envious ones among the teachers deeply acknowledged him and were annoyed that Teacher Najot had something special about him. He brought textbooks to the school, found video cassettes and television equipment for the geography classroom, and conducted lessons wholeheartedly, with love for his profession and children. When Najot G'aybulla went to ask for lessons, and the school principal, Qalqonov, was surprised by the absence of the suffixes "ov" and "ev" in his last name, he said, "We are a nation of independence. "National independence must first and foremost be in our name," he said, noticing the director's surprise.

School principal Kalkanov is also a special image. His "Oh God, is it an insult to say you'll become a teacher?!" Why are they ashamed of such a sacred profession? When did the teacher reap their barley raw, when did he reach for someone else's stomach? Or did the teacher receive a salary as big as a horse's head, leaving them empty-handed? Is the teacher building luxurious houses and riding in a rattling car? After all, everyone is like everyone else, living by hiding what they don't have and increasing what they have?! "Oh God, oh my master Gulomxon, what kind of hatred is this, what kind of misfortune is this?" - in these thoughts, one can see the lament of a person who has earned his bread and earned respect through this profession throughout his life, and moreover, the expression of low regard for teachers and the teaching profession in society. Continuing his thoughts in the same mood, Kalkanov said, "Though a thousand moon flowers come shouting and making noise, they cannot extinguish my love for my profession. Yes, I am a teacher, I am a teacher, I am proud of this profession!"

The following sentences from the language of Ulash agronomist in the story are also noteworthy: "...In general, investigator, there is an unhealthy environment in the school.



Qalqanov, Norxol, and Boymurod - a mutual criminal group. Under the pretext of a shortage of teaching staff, classes were divided. He even hired girls who had barely managed to graduate from some college or college, still wet with mother's milk. All three are relatives, all are literate..." At first glance, the agronomist's words may not seem frightening, but it's not difficult to notice that they are actually extremely tragic for the state of the education system. Also, the shortage of textbooks, the failure to point out shortcomings for the school's reputation to adults who come to inspect the school, the superficial teaching of lessons, and the fact that illiterate people (for example, Nozima teaching elementary grades) are working at the school mercilessly exposed the shortcomings related to education.

Special attention should be paid to the character of Norkhol, who studied to become a teacher with her father's words: "Daughter, study to become a teacher, it's a good job for women, you'll keep deceiving four children." It wouldn't be surprising if many people ponder the confession of Teacher Norxol at the end of the lesson, who attended Najot G'aybulla's class as an official inspector: "A bell rang for a sudden break. The merciless ringing of the bell brought everyone back to the remote steppe settlement. Only then did I realize that I too was among the students. Even the palm trees rustled in my ears for a long time, and the salty taste of ocean water seemed to burn my throat. Such a bitter taste usually arises when I cry from the depths of my soul.

Did I really grieve? Why?! Did I realize that I couldn't teach like a new teacher?" Norxol, deeply impressed by the new teacher's skill, said, "He really teaches." What about the other teachers? And what about Norkhol herself? "We'll somehow manage to explain how we've been taking notes, mixing them with the endless whispers and murmurs of our students," says Norxol herself. Actually, there are many teachers like Norxol and others in education. Norxol admits this.

Many issues were raised in the explanatory letter of the deputy director of the school, B.B.Boymurod. It can be seen that some of the reasons for the negative atmosphere in the school are revealed in such cases as the fact that good teachers reluctantly leave school in the struggle for livelihood and work as laborers and craftsmen during summer holidays with the goal of helping with the household.

The history and law teacher Kh.Kh. Khurramovich "made" a self-confident, patriotic, and patriotic teacher. This hero reveals Najot G'aybulla's secret. His documents prove their forgery. There is a semantic paradox in the story: He has higher education but doesn't know his field. He doesn't have a diploma, but he is devoted to his profession. Another difference in the plot of the story is that the work begins with a knot and ends with a knot. The knot at the beginning of the work calls the reader to know and read the development of events, while the knot at the end of the work encourages the reader to reflect. Najot G'aybulla, deeply passionate about teaching, said: "God willing, I will return. I will arrange my documents and return to your ranks. Wait for me, dear brothers!" - and we hope for his return and salvation for the drowning education system.

In general, through the analysis of the plot and compositional features of a work of art, not only the aesthetic values of the work are highlighted, but also the author's worldview, contemporary, social problems, and human emotions. Analysis of the contradictions in the plot, the system of events, and the complex connections between the characters reveals the writer's spiritual searches and attitude towards life. At the same time, the analysis of the compositional

features of the work serves as the main tool for a deeper analysis of the work and contributes to the development of literary studies and the theory of artistic analysis.

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