



# The Peerian Journal

Open Access | Peer Reviewed

Volume 4, March, 2022.  
Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303  
Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

## Some Comments About the Cultural-Historical Scientific School

**Ahmedov Hoshim Hakimovich**

Alisher Navo'i Tashkent State University of the  
Uzbek Language and Literature  
Department of Methods of Teaching Uzbek Literature  
Associate professor, PhD  
[Ahmedov.hoshim60@gmail.com](mailto:Ahmedov.hoshim60@gmail.com)

**Annotation:** This article analyses the theoretical conclusions of the representatives of the School of Culture and History, which appeared in the XIX century. Theories of the school's scientific approach to art, history, and literature are discussed. Important aspects will be highlighted. The significance of their conclusions about the essence of fiction is analyzed.

**Key words:** Cultural-historical school, I. Ten, representatives of Russian cultural-historical school, history, art and literature, opinions of Uzbek literary critics.

### Introduction (Problem statement)

Since the advent of literature, the eternal question has arisen: what to describe, how to express? In fact, the answer to that question was clear. In other words, the ancient Greek scholar Aristotle already gave a very clear and convincing answer to this question: the terms "catharsis" and "mimesis" are still the first clear recommendations. [1. Aristotle, "Poetics"]. But with the passage of time, the demands and desires have also changed. In particular, it has not been the most tumultuous century in human history, full of upheavals, coups, catastrophes, and tragedies. In particular, during the USSR, the world's largest state, the social system integrated all spheres. Including literature against the background of the struggle of literary and theoretical views at the turn of the century, the views of the representatives of the School of Culture and History for some time in the former Soviet Union also came to the fore. Our views are that there are different interpretations of these school theories. And our goal is to show their successes and shortcomings, as well as the attitude of Uzbek literature to these problems.

### Literature, sources review

The school of culture and history is a trend in literary criticism that emerged in the mid-nineteenth century. Its theorists are I. Ten, F. Bruneter, G. Lanson (France), G. Brandes (Denmark), V. Sherer, G. Genter (Germany), F. de Sanctique (Italy), M. Menendes-i-Telaylo



# The Peerian Journal

Open Access | Peer Reviewed

Volume 4, March, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

(Spain), ANPipin, NSTikhonravov (Russia) and others. [2. <https://bigenc.ru/literature/text/2121167>].

The process of formation of the cultural and historical school began in the 30s and 40s of the XIX century. The French scientist Hippolyte Ten (1828-1893) founded the cultural-historical method. According to him, art is considered to be an integral part of the psyche of people's lives in different historical periods.

Second, the art of any nation, of an age, has equal rights; literature should study the laws of cultural and historical development of the world. Based on this, **Ten** distinguishes three features:

- a) "Racial identity" (national temperament, identity);
- b) "Environmental characteristics" (nature, climate, social conditions);
- c) "Time, time feature" (cultural level and traditions).

Proponents of this school try to compare art to the natural sciences. Works of art are considered to be passive documents of their time. The history of literature was considered the history of social thought.

However, the cultural-historical school has done important work in creating the historical-genetic methodology, in creating the history of national literature. He played a major role in the development of the principles of comparative-historical literature and the school of psychology.

Although the school was fragmented by the twentieth century, its ideas and determination continued in the work of many scholars.

P. Sakulin, H. Pikanov in Russia until the middle of the XX century; Parrington in the United States, R. Menendez Pidal in Spain, the School of "University Criticism" in France until the 1960s, and for some time G. Plekhanov and P. Lafarg developed the ideas of this school. [3. *Литературный энциклопедический словарь. М. «Сов. энциклопедия», 174-стр.*]

In Russia, where literature is the only means of expressing public opinion, this theory has gained prominence in literary criticism. [4.

<https://studfile.net/preview/7492528/page:3/>. *Ипполит Тен. Культурно исторический метод через обращение к культуре и истории.*]

The theoretical foundations of the cultural-historical school founded by Ten were in fact developed by philosophers. For example, according to I. Gelder (1744-1803), not all the works of a particular nation, but only those works that reflect the intellectual development of that nation can be called literature. [5. Гришунин А. Культурно – историческая школа. В книге «Академические школы в русском литературоведении» М. Наука 1975 стр. 101; *iqtiboslar shu kitobdan olinib, sahifasi qavs ichida ko'rsatiladi- A.H*]. According to Ten's law, a work created in a particular historical period must be interpreted in the context of the traditions of that period and in the context of that period. [6. <http://concepture.club/post/osnovnye-metody-literaturovedeniya/ten/>]



# The Peerian Journal

Open Access | Peer Reviewed

Volume 4, March, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

According to G. Spencer, one of the founders of positivism, the highest art of any nation is based on science, without which there can be neither a perfect work nor a perfect price for it (p. 101).

The establishment of this school of literature was greatly influenced by the scientific revolution of the XIX century, the development of natural sciences and technology. In Darwin's *The Origin of Species*, Ten sees the similarity of his method in the laws of evolution of events, the laws of cause and effect (p. 101).

He writes that a literary work is not the product of an imaginary imagination, but a picture of the morals and intellect that surrounds us. Therefore, it has been concluded that literary works can be used to determine how people felt and thought centuries ago. They tried it. And this has been proven (p. 102).

Ten Lessing, Walter-Scott, Chateaubriand, Peri, and Michele are cited as the authors of this method. But he emphasizes St. Beau (1894-1869). Saint-Bove, on the other hand, has been very effective in the literary genre of "literary portraits" since the 1930s (p. 105).

As the founder and theorist of the Ten School of Culture and History, Ten had a great influence on European art history.

P. Lacombe and J. Renard in France, G. Gettner and V. Sherer in Germany, G. Brandes in Denmark, Desanctis in Italy, Menendez Pelayo in Spain and others were followers of Ten. G. Lanson (1856-1925), one of the next generation of French theorists, wrote, "Our main task is to teach the reader to know certain periods of human, French and European culture from the works of Montaigne, Cornell plays and even Voltaire's sonnets." we study the national spirit and national civilizations through their special literature" (p. 106).

## Results

But there are downsides to this approach. Representatives of this school saw literary works as cultural and historical monuments that are a document of social life. Little attention was paid to the specifics of art. They enriched history with new sources and aligned the history of literature with the history of social thought. In this sense, G. Flaubert once said: They are lifting small things to the sky and knocking down big ones" (p. 107).

But the influence and relevance of Ten's methodology could be seen in Balzac's work, in Zolia's "experimental novels." According to N. Ostrovsky, "the literature of each civilized nation lives at different stages of its life in parallel with the development of society." The largest representatives of this school in Russia were A. Pipin and N. Tikhonravov.

According to Pipin, "just as it is impossible to find an absolute man who is free from tribal and social relations, so it is impossible to find an absolute artist." Any literature is "national", that is, it reflects the characteristics and ideals of a particular tribe. Without it, literature is dead and uninteresting. The poet is the embodiment of the ideals and joys of his time" (p. 113).



# The Peerian Journal

Open Access | Peer Reviewed

Volume 4, March, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

In his book, *A History of Russian Literature*, Penin says that "the history of literature is part of the history of society." We can see the growth of social thinking in literature" (p. 115).

Another representative of this school was N. Storozhenko (1836-1906) in Russia. I. Zhdanov (1846-1901), S. Vengerov (1855-1920), A. Shakhov (1850-1877) can be mentioned.

Alexander Nikolayevich Veselovsky (1839-1906), one of the greatest literary critics of the 19th century, also began his career in cultural and historical research. But by the twentieth century, the limitations of this method and school have become clearer. A. Yevlakhov (1880-1969) calls this method a historical method. Because it is a general or mixed method with cultural history and is not a rational method (p. 191). Tenn's method is a method that denies artistic-aesthetic norms (p. 192).

In his view, it is neither possible nor necessary to recreate reality, and the task of art is to convey a special "indifferent emotion." (P. 193). Gershenson also criticized the method, calling it a "non-national blend of cultural and spiritual history with literary history" (p. 194).

But the services of the cultural-historical school cannot be discriminated against either. As a result, the concept of "method" was introduced to literary critics. The school of culture and history is one of the aspects of the study of literature. G. Flaubert's letter to George Sand (1869) is recalled: When will they become real artists? Where do you find a real critic of a work? "(P. 199).

## Conclusions

In conclusion, the school of culture and history has a place in literature. The successes and failures of this school are evident in the literary process. He did not disappear without a trace. We wouldn't be talking about this school if it weren't for the good research done by this method.

For both Ten and D. N. Ovsyaniko-Kulikovsky, facts are more important than concepts, and literary and historical sources serve as a kind of document for imagining the psyche and history of a period or a people. It is an important method in the analysis of the text of literary memoirs. [7. <http://www.psystudy.com/index.php/num/2010n5-13/382-guseltseva13.html> ]

"History is brutal," he said. It is not easy to pass the test of time. Literary critic Y. Andreyev carefully studied the history of twentieth-century Russian literature and found that only 2% of the works published during the 80 years remained in history, were included in textbooks, and even less are still read. Even geniuses can get lost in the question of who, what work will go down in history. This is known only to the Creator. Therefore, the task of the critic is very responsible," said U. Normatov. [8. *Magic of Creation*, p.330]. Another Uzbek scholar, Kazakboy Yuldash, also drew attention to the teachings of the school of culture and history: were considered more appropriate as a reflection of their spiritual and moral qualities. This approach has led to the fact that literature is not an artistic copy of a society's history, but an independent aesthetic phenomenon that can influence its development and history.



# The Peerian Journal

Open Access | Peer Reviewed

Volume 4, March, 2022.

Website: [www.peerianjournal.com](http://www.peerianjournal.com)

ISSN (E): 2788-0303

Email: [editor@peerianjournal.com](mailto:editor@peerianjournal.com)

Therefore, within the framework of the cultural-historical school, it was possible to spread the scientific opinion that "it is not Homer's works, but the life of Homer's time, the stages of human life reflected by Homer, that are beautiful." [9. Q. Comrade, "Fundamentals of Artistic Analysis," p. 354].

It seems that in the national Uzbek literature, as well as in literary criticism, there were various debates around the theories put forward by this school. Attitudes have changed over time. Ratings and descriptions of works of art have changed to different criteria. Nowadays, in the age of pluralism and diversity of opinion, new scientific and theoretical views are entering the field of literature. This proves once again that the literary process is constantly growing and changing.

## References

1. Аристотел. "Поэтика". Фафур Фулом номидаги Адабиёт ва санъат нашриёти. Т.: 1980. 168 б. Yana qarang: <https://uchebnikfree.com/etika/teoriya-iskusstva-aristotelya-mimesis-55764.html> .
2. <https://bigenc.ru/literature/text/2121167>.
3. Литературный энциклопедический словарь/Под общ. ред. В. М. Кожевникова, П. А. Николаева. Редкол.: Л. Г. Андреев, Н. И. Балашов, А. Г. Бочаров и др.— М.: Сов. энциклопедия, 1987.—752 с.
4. <https://studfile.net/preview/7492528/page:3/>
5. «Академические школы в русском литературоведении» М. Наука 1975. С. 516.
6. <http://concepture.club/post/osnovnye-metody-literaturovedeniya/ten>
7. <http://www.psystudy.com/index.php/num/2010n5-13/382-guseltseva13.html>
8. Норматов У. Ижод сеҳри. — Т.: «Шарқ», 2007. — 352 б.
9. Ёўлдош Қ., Ёўлдош М. Бадиий таҳлил асослари. — Т.: Камалак, 2016. — 464 б.
10. Quvonch Mamiraliyev. 2022. "Genre Modification in Uzbek Poetry of the Independence Period". European Journal of Humanities and Educational Advancements 3 (3):115-19. <https://scholarzest.com/index.php/ejhea/article/view/1916>