



Typology of Characteristics of a Child's Psyche in the Works of Mark Twain (As An Example of The Work "the Adventures of Tom Sawyer and Huckleberry Finn")

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Abstract: American writer whose real name is Samuel Langhorne Clemens, a major representative of world literature. During his teenage years and youth, he spent his life as a laborer, engaged in various professions, earned his living, and later worked in newspaper editorial offices. His work covers many genres - realism, romanticism, humor, satire, philosophical fiction, journalism, etc., and in all these genres he invariably takes the position of a humanist and democrat. The literary heritage of Mark Twain entered the treasury of world culture, becoming the property of working humankind. The great democratic traditions in every national literature link the past with the present with a living thread sanctify with antiquity the noble struggle of advanced literature for the peace, freedom and happiness of humankind. Mark Twain's portrayal of the two lovable characters in juxtaposition elucidating the dilemma of adolescence is subtly mirrored reflecting the constraints infused by the social order in our lives. This article deliberates upon the element of childhood and adolescence in two very popular works by the American author, Mark Twain.

Keywords: Genres, period, lovable, humanism, adolescence, dynamism.

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During the fifty-year period of his literary activity, Mark Twain, a satirist and humorist, created an amazing picture of the life of the people in terms of depth, breadth and dynamism. Despite the obstacles, that the US ruling class put up for him, struggling and suffering, overcoming his own delusions, Mark Twain during his lifetime courageously fulfilled the duty of a citizen writer and defended the truth in the works published after his death. All the best that Mark Twain created reflects the hopes, sufferings and protests of the broad masses of the people of his homeland. This connection between Twain the artist and the struggling people determined the strengths of the writer's work and made him one of the most prominent representatives of critical realism.

Mark Twain the realist waged a complex literary struggle that lasted for decades against the neo-romantics, against the pseudo-realists of bourgeois apologetic literature. His struggle for realistic aesthetics was closely connected with the struggle for the development of democratic literature.

Mark Twain had a bright, original talent, he wrote captivantly and truthfully. The democracy and humanism of his best works won him the love and respect of readers in many countries of the world.

His most famous novels included The Adventures of Tom Sawyer (1876) and Adventures of Huckleberry Finn (1884), which are loosely based on Twain's boyhood experiences in Missouri. To

subjugate the work of Mark Twain to its goals - for this the American bourgeoisie actively fought during the life of the writer; after his death, the struggle for his legacy between progressive and reactionary forces became even more intense; it continues even now, becoming more and more acute. Mark Twain's writings are very involved with the concept of the child. His literature consists mainly of "boy-books" such as *Tom Sawyer* and *Huckleberry Finn*.

The age of adolescence as portrayed by media today indulges in youngsters with alcohol related accidents, rash driving, suicides and more critical issues in American like their frequent school shootings. All these are reflected regularly in the electronic media newspaper headlines and movie plots. In the psychology related literature, too, adolescence is normally depicted as a destructive stage of life where in storm and stress needs to be endured and survived. The negative terms, such as "rude," "wild" and "irresponsible" first came to mind when general public were asked what they thought about American teenagers. The development of adolescent begins in a realistic sense of seeking identity, which also involves experimenting with different ways of appearing, sounding, and behaving.

In literature accessible on developing adolescents, there is an in-depth reference to the physical, cognitive, emotional social and behavioral development of the child during that period. Their physical changes are obvious but it is now adolescents think reason, and understand that is more dramatic in nature. Many accomplished literary authors to compose universal characters and themes explicitly draw this age. Dickens presented a view through the child's eyes, creating a profound and palpable experience of childhood for his readers.

Childhood has been one of the central themes of English literature. With the novel *The Adventures of Tom Sawyer*, Twain walked into the zone of childhood where he made the most impactful contributions. His depiction kept alive the essence of boyhood and struck a chord within the phase of the forgotten days of childhood aligned with their deepest feelings and pulsations among his readers. His charm induced in revisiting the days of child's innocence blended in childhood through adolescence found universal patronage.

The image of *Huckleberry Finn* from the famous novel by Mark Twain "*The Adventures of Huckleberry Finn*" was a significant milestone in the creation of the image of the child in the world of fiction. *Huckleberry's* naivety, both critical and ironic can be viewed as a natural and unrefined teenager, which justifies the important role of Mark Twain in world fiction of child image.

Twain's works are an artistic blend of reality and fantasy. It holds appeal to the young adolescents as the exciting adventures of a typical boy during the mid-nineteenth century, adventures that are still captivating and delightful because they appeal to the basic instincts of nearly all young people of any time or any culture. Adolescents are mostly a stage of creativity, energetic, and challenging phase for children. Secondly, the novel appeals to the grown-up readers who look back on his or her own childhood with fond memories. Twain depicts a world of common folk of the era that is based on day-to-day life experience.

The nature of adolescents' association with peer groups changes over the course of adolescence. The stories of *Huck* and *Tom Sawyer* in Mark Twain's works depict the life of the youngsters. Mark Twain takes the reader with him in order to visualize the mind-set of his characters. His stories present the deeper layer of human psyche a nightmarish world of guilt, violence and appealing dismays as well. *Tom* engages in imitative games for the sake of entertainment. His imaginative play is often based on and limited to literary sources such as *Robin Hood*. *Huck* is set as an antithesis to *Tom*, who has received a more stable upbringing and has been raised by Aunt *Polly* in a more structured home. *Tom*, who has received a formal education, flaunts his exposure to literature repeatedly. The element of culture and education is illustrated quite deftly through the natural learning of *Huck* versus *Tom* has classified education. Twain has highlighted the child's

imagination within the lens of pragmatism. The realism element is presented in the characters of Tom Sawyer and Huck to bring in the contrast of the copied imagination of normal child's play with the more creative, functional imagination upon which the troubled child depends on. In doing so, Mark Twain created a new thing to utilize more expensive concerns of the childhood related literature.

Conclusion

A returning element in which a protagonist's adult identity is framed by events and points towards alienation conditioned by social obligations and expectations. The characters of Tom and Huck project the dilemma that they dream about evolution but are afraid of growth; they yearn to choose independence but worry about the consequences.

The sociocultural implications that are the basis of many a debate among scholars finds its projection through the characterization of Tom and Huck viewed by many of us as characters revealing about the disconnection we continue to relate with our children's inner lives and our ways of raising and teaching them.

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