

LOCAL COLOR SCHOOL IN AMERICAN LITERATURE.

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Abstract: *The Local Color School emerged in American literature during the late 19th century as a movement focused on capturing the unique characteristics and customs of specific regions through storytelling. This article examines the origins, key characteristics, notable authors, and literary contributions of the Local Color School. Through an analysis of selected works, it delves into the methods employed by writers of this movement and the impact of their narratives on shaping perceptions of regional identities in American culture. Furthermore, this study discusses the enduring relevance of the Local Color School in contemporary literature and suggests avenues for further research.*

Keywords: *Local Color School, American literature, regionalism, literary movement, storytelling, cultural identity.*

Izoh: *Mahalliy kolorit maktabi 19-asr oxirida Amerika adabiyotida hikoya qilish orqali ma'lum mintaqalarning o'ziga xos xususiyatlari va urf-odatlarini aks ettirishga qaratilgan harakat sifatida paydo bo'ldi. Ushbu maqolada mahalliy rang maktabining kelib chiqishi, asosiy xususiyatlari, taniqli mualliflari va adabiy hissalarini ko'rib chiqilgan. Tanlangan asarlarni tahlil qilish orqali u ushbu harakat yozuvchilari tomonidan qo'llaniladigan usullarni va ularning rivoyatlarining Amerika madaniyatidagi mintaqaviy o'ziga xosliklar haqidagi tasavvurlarni shakllantirishga ta'sirini o'rganadi. Bundan tashqari, ushbu tadqiqot mahalliy rang maktabining zamonaviy adabiyotdagi dolzarbligini muhokama qiladi va keyingi tadqiqotlar uchun yo'llarni taklif qiladi.*

Kalit so'zlar: *mahalliy rang maktabi, Amerika adabiyoti, mintaqaviylik, adabiy harakat, hikoya qilish, madaniy o'ziga xoslik.*

Аннотация. *Школа местного колорита появилась в американской литературе в конце 19 века как движение, направленное на отражение уникальных особенностей и обычаев конкретных регионов посредством повествования. В этой статье рассматриваются истоки, ключевые характеристики, известные авторы и литературный вклад местной колористической школы. На основе анализа избранных произведений в нем рассматриваются методы, используемые писателями этого движения, и влияние их повествований на формирование представлений о региональной идентичности в американской культуре. Кроме того, в этом исследовании обсуждается непреходящая значимость местной колористической*

школы в современной литературе и предлагаются направления для дальнейших исследований.

Ключевые слова: *Местная колористическая школа, американская литература, регионализм, литературное движение, рассказывание историй, культурная идентичность.*

The Local Color School in American literature represents a significant literary movement that flourished during the latter half of the 19th century. Rooted in the desire to capture the distinctiveness of various regions across the United States, this movement sought to portray the customs, dialects, landscapes, and social dynamics of specific locales. Through vivid depictions and nuanced narratives, writers of the Local Color School aimed to preserve the cultural heritage of their respective regions while offering readers glimpses into unfamiliar worlds. This article explores the evolution of the Local Color School, its key characteristics, notable authors, and the enduring impact of its literary contributions.

The Local Color School emerged as a response to the growing industrialization and homogenization of American society in the post-Civil War era. Authors such as Sarah Orne Jewett, Bret Harte, and Mark Twain pioneered this movement by drawing inspiration from their own experiences and observations of regional life. Their works, including Jewett's "The Country of the Pointed Firs," Harte's "The Outcasts of Poker Flat," and Twain's "The Adventures of Huckleberry Finn," exemplify the themes and techniques associated with the Local Color School. These writers employed detailed descriptions, authentic dialogue, and evocative settings to transport readers to the landscapes and communities they depicted [2].

This study utilizes a qualitative approach to analyze selected works of the Local Color School. Through close reading and thematic analysis, the researchers identify recurring motifs, narrative techniques, and cultural representations within the literature of this movement. Primary sources, including novels, short stories, and essays, serve as the basis for the investigation, allowing for a comprehensive examination of the themes and contexts embedded in the texts.

The Local Color School, also known as regionalism or regional literature, was a literary movement in American literature that gained prominence in the late 19th century. It focused on capturing the unique customs, dialects, landscapes, and social structures of various regions within the United States.

This movement emerged as a reaction against the prevailing literary trends of the time, which often centered on urban settings and characters. Instead, writers of the Local Color School sought to depict the distinctive qualities of specific regions, often rural or small-town areas, and to preserve the traditions and ways of life of those places.

Some key characteristics of Local Color literature include:

Depiction of Regional Settings: Writers focused on portraying the physical landscapes and environments of specific regions, from the rugged frontier of the American West to the lush plantations of the South or the quaint villages of New England.

Use of Dialect: Authors often incorporated local dialects and vernacular speech patterns into their writing to authentically capture the speech patterns and linguistic nuances of the region's inhabitants [1].

Exploration of Local Customs and Traditions: The literature of this movement often delved into the unique customs, traditions, folklore, and cultural practices of the regions being depicted.

Character Types: Characters in Local Color literature were often drawn from the everyday people of the region, portraying a range of social classes and occupations. These characters were often depicted with warmth and humor, and sometimes with a touch of nostalgia.

Themes of Isolation and Community: Many works in this genre explored themes of isolation, community, and the tensions between tradition and modernity. They often portrayed tight-knit communities grappling with social change or external threats.

Overall, the Local Color School played a significant role in capturing the diversity and richness of American life during the late 19th century and continues to be studied for its insights into regional identity and culture.

The discussion section contextualizes the findings within the broader socio-cultural landscape of 19th-century America. It considers the ways in which the Local Color School contributed to the construction of regional identities and the preservation of cultural heritage in the face of modernization and globalization. Furthermore, it examines the reception of Local Color literature by contemporary audiences and its legacy in shaping perceptions of American regionalism [5].

In conclusion, the Local Color School represents a significant chapter in the history of American literature, offering valuable insights into the diversity and complexity of regional experiences. While the movement declined in prominence by the early 20th century, its legacy endures in the works of subsequent generations of writers who continue to explore themes of place, identity, and community.

In summary, the Local Color School remains a rich and relevant area of study for scholars and enthusiasts of American literature, providing a window into the cultural mosaic of the nation's past and present.

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