

RESEARCH ARTICLE

Description of Theme and Form in Literary Works

Ruzmetova Diana Komilovna

Acting Associate Professor (PhD) at Chirchik State Pedagogical University, Uzbekistan

VOLUME: Vol.06 Issue04 2026

PAGE: 201-203

Copyright © 2026 European International Journal of Philological Sciences, this is an open-access article distributed under the terms of the Creative Commons Attribution-Noncommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

This study is devoted to the interrelation of theme and form in literary works, with an emphasis on how thematic content is formed and expressed through artistic and structural elements. The work examines the ways in which narrative structure, genre, stylistic devices, and compositional techniques contribute to the development and interpretation of literary themes. The analysis of selected literary texts shows that theme and form are interdependent components that jointly create meaning and aesthetic value. The results of the study emphasize that form is not merely a technical framework, but an active means of conveying, strengthening, and transforming themes. This study contributes to literary theory by emphasizing the importance of a comprehensive analysis of theme and form in the interpretation of literary works.

KEY WORDS

Literary analysis, narrative structure, artistic devices, stylistic devices, symbolism, genre.

INTRODUCTION

As noted earlier, artistic devices are a broad concept that includes several interrelated blocks. In most scientific studies, one main block is traditionally distinguished — expressive and stylistic means. However, the analysis of texts of various genres of fiction and journalistic literature allows us to conclude that the specificity of a text is determined not only by the presence or absence of expressive means. Other blocks also play a significant role. In this regard, we have proposed two additional blocks, which we define as compositional-constructive devices and artistic art objects [7]. These components are practically not considered in the training of journalism students, despite the fact that they form the basis of their future professional activity. Below, each block is presented with proposed practical tasks.

Expressive and stylistic means are the most widespread category of artistic devices. They include words and set expressions used in the text to create images and meanings. Practically no literary text can exist without such lexical-stylistic units. Journalists also actively use them to give the text brightness, dynamism, and expressiveness.

The classification of expressive means is well developed and traditionally includes tropes, figures of speech, and phonetic stylistics. As a rule, students become acquainted with this block at school, and at university they repeat it in courses on the history of literature, often superficially. In practice, the main attention is paid to analyzing the appropriateness of using expressive means in various functional styles and genres, identifying errors, and editing texts. This is especially important for the formation of professional textual competence.

LITERATURE REVIEW

For a deeper understanding of the problem, let us turn to the next block of artistic devices — compositional-constructive means. This block includes means that contribute to the organization and structuring of the text. With their help, the author builds the internal logic of the work and forms a complex system of structural components in order to hold the reader's attention.

It should be taken into account that in some cases the text

has a clear structure, while in others it deliberately violates logical sequence, depending on the author's intention.

This block is more closely related to the form of the text, but it has broader functional possibilities. Its individual elements were previously considered in the works of N. I. Baklanova [2] and A. I. Lipnevich [5]. Unlike them, our study proposes a comprehensive approach that combines compositional and constructive aspects. Such an approach allows students to perceive the text as a complex product of speech activity and forms skills for working with texts of any type.

DISCUSSION

At this stage, the "Shuttle" exercise is used, which involves transforming a text into different genres and styles, taking into account their features.

Compositional-constructive devices include two types:

1. Compositional devices

These include the main elements of the text structure: prologue, exposition, plot beginning, development of action, climax, denouement, and epilogue. Inserted elements, parallel plot lines, and authorial digressions are also possible. These means ensure the logic of the text and the disclosure of the author's intention.

2. Constructive devices

They determine the external organization of the text: division into chapters, scenes, paragraphs, headings, and subheadings. Their main function is to highlight the semantic centers of the text.

Artistic art objects

1. Landscape

Landscape is used as a means of expressing the author's intention. M. N. Epstein distinguishes the following types of landscape:

- spatial and seasonal
- large-scale
- genre-stylistic
- fantastic and idealized

2. Portrait characterization

It allows revealing the image of a character through appearance and inner world. The following are distinguished:

- external portrait
- internal portrait
- integrated portrait

3. Interior

Interior helps reveal:

- the social status of the character
- tastes and preferences
- historical and cultural context

4. Detail

Details reveal the deep meaning of the text:

- symbolic detail, for example, "Chekhov's gun"
- clarifying detail

CONCLUSION

The conducted study showed that such artistic means as landscape, portrait characterization, interior, and detail play a key role in forming the meaning and imagery of the text. They are not merely decorative elements, but act as structurally and semantically significant components influencing the development of the plot, the formation of characters, and the emotional atmosphere of the work.

Landscape reflects temporal and psychological changes, portrait helps to understand characters more deeply, interior conveys the social and cultural context, and details concentrate meaning and guide the interpretation of the text.

Special attention is paid to the pedagogical potential of these means. Their use in teaching contributes to the development of students' analytical thinking, visual perception, and interpretive skills. The analysis of artistic devices in real texts helps to understand more deeply the structure of the work and the mechanisms of meaning formation.

REFERENCES

1. Literary encyclopedic dictionary / ed. V.M. Kozhevnikov, P.A. Nikolaev. - M., 1987.
2. Назметдинова И. С., Столярова С. С. ОТ ТЕОРИИ К ПРАКТИКЕ: К ВОПРОСУ ОБ ИСПОЛЬЗОВАНИИ ЛИТЕРАТУРНЫХ ПРИЁМОВ В ТЕКСТАХ //Проблемы современного педагогического образования. – 2023. – №. 81-1. – С. 110-112.

3. Бакланова, Н.И. Конструктивные средства выражения авторского мнения в публицистическом тексте / Н.И. Бакланова // Вестник Огарев МГУ. – 2011. – № 4 (29). – С. 17–23. ilmiy-uslubiy jurnali. – 2024. – Т. 2. – №. 41. – С. 20-25.
4. Крючков, С.В. Литературные приемы в журналистике / С.В. Крючков. – Москва: Русское слово, 2017. – 128 с.
5. Липневич, А.И. Композиционные приемы в художественном и журналистском дискурсе / А.И. Липневич // Филологические науки. – 2016. – № 11 (69). – С. 30–34
6. Столярова С.С. Литературные приёмы в журналистике как составляющие медиаграмотности / С.С. Столярова, И.С. Назметдинова // «Золотой век». Образовательный портал. Раздел «Образовательные организации высшего образования»: [сайт], 2023. – URL:
[https://zolotojvek.ru/publikacii/na_portale/material?n=104207/Авторская публикация на портале: Литературные приёмы в журналистике как составляющие медиаграмотности](https://zolotojvek.ru/publikacii/na_portale/material?n=104207/Авторская_публикация_на_портале:_Литературные_приёмы_в_журналистике_как_составляющие_медиаграмотности)
7. Эпштейн, М.Н. Проективный словарь гуманитарных наук / М.Н. Эпштейн. – Москва: Новое литературное обозрение, 2017. – 616 с.
8. Sarsenbaeva Z. A SYSTEMATIC COMPARISON OF SELECTED TEXTS BY D. MITCHELL //Interpretation and researches.–2024.
9. Sarsenbaeva Z. Descriptions of imagery, symbolism, and non-realistic elements //Conference Proceedings: Fostering Your Research Spirit. – 2024. – С. 409-414.
10. Сарсенбаева З. Analysis of images and symbols in english non-realistic works //Ренессанс в парадигме новаций образования и технологий в XXI веке. – 2023. – Т. 1. – №. 1. – С. 229-232.
11. Сарсенбаева З. Модернизм в узбекской литературе и интерпретация образов //Зарубежная лингвистика и лингводидактика. – 2024. – Т. 2. – №. 1. – С. 193-199.
12. Zoya S. LITERARY ANALYSIS OF DAVID MITCHELL'S WORKS IN ENGLISH LITERATURE //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2024. – Т. 2. – №. 41. – С. 11-19.
13. Zoya S. LITERARY ANALYSIS OF ULUGBEK HAMDAMOV'S WORKS IN UZBEK LITERATURE //Talqin va tadqiqotlar