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**СТИЛІСТИЧНІ ЗАСОБИ САТИРИ У РОМАНІ «МАНДРИ**  
**ГУЛЛІВЕРА» ДЖОНАТАНА СВІФТА**

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Department of Philology**

**STYLISTIC DEVICES OF SATIRE IN THE NOVEL “GULLIVER’S  
TRAVELS” BY JONATHAN SWIFT**  
Bachelor’s Thesis

**Presented by: Tuly Alexandra**

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## INTRODUCTION

Jonathan Swift is a well-known author of the Enlightenment, who boldly described the events of the 18th century and in particular with the help of satire. This is exactly what the author portrayed in the novel "Gulliver's travels". A full title of the book is "Travels to some remote countries of the world in four parts: the work of Lemuel Gulliver, first a surgeon and then a captain of several ships." The first edition was published in 1726-1727 in London. The book has become a classic of ethical and political satire, although its abridged alterations (and film adaptations) for children are particularly popular.

Jonathan Swift's work has made a significant contribution to the world literary heritage and culture of England. It was thanks to him that the world learned about the true face of the rulers of that time and about the influence of their rule on the people. The author of Gulliver's Travels managed to describe an entire era through the use of satire.

These data indicate that each of us should read. Through reading, a person can enrich his vocabulary, form a personality and find exactly the direction that would satisfy his psychological needs. Reading helps to immerse yourself in the world described in the work. It allows reader to feel part of that world and analyze and experience the lives of the characters in detail. Due to this, during the research in the thesis students were presented a text that would help increase their vocabulary and study the historical events of England during an English lesson.

The aim of the bachelor's thesis is to explore the use of satire and its significance in Jonathan Swift's novel "Gulliver's travels".

The tasks of the bachelor's thesis are:

- 1) to analyse Jonathan Swift's novel "Gulliver's travels".;
- 2) to describe the meaning of satire in the novel and means of its expression such as irony, grotesque, aphorisms and metaphors;
- 3) to explore and analyse the level of knowledge of 9th grade students, their understanding of the text and vocabulary.

The object of the year paper is Jonathan Swift's novel "Gulliver's travels".

The subject of the year paper is the stylistic devices of satire in the novel "Gulliver's travels".

The research methods that were used in the thesis are historical, comparative and empirical. We also made the analysis of the required material, systematization of the research and its generalization.

The theoretical basis of the year paper is the works of many literary critics such as Frank Brady (1968), Richard Cook (1967), Jack Gilbert (1966), Robert Hunting (1967), Joseph McMinn (1991).

The practical value of the year paper is an opportunity to understand the specifics of the Jonathan Swift's novel. The practical value of the year paper lies in the possibility of using the results of research in the development of courses and programs of seminars on foreign literature for a broader coverage of the work of Jonathan Swift.

The year paper consists of introduction, 3 chapters, conclusion, reference list, resume and the appendixes.

The first chapter deals with theoretical basis of the research which established, especially about the Jonathan Swift's biography and his literary work. This part describes the philosophical and aesthetic views and socio-political activities of the writer, in particular, how he loved to read for a few hours a day and even working as a dean, he enjoyed writing in his spare time. At the beginning of his literary career, Jonathan Swift wrote pamphlets that brought him fame, as in his pamphlets the author sharply exposed the spiritual and political life of the era, formed by moral and mental inferiority. These were parodies of the history of churches and the state of religious thought in general. It is both a social satire and a prediction, a prophecy.

The second chapter is devoted to the genre features of novel by Jonathan Swift "Gulliver's travels". It describes the theme, idea and issues of the novel, the means of expressing satire in the novel and the descriptions of the characters through satire. In addition to the description of satire in Gulliver's Travels, the second chapter describes the use of stylistic devices such as irony, grotesque, aphorisms and metaphors. During the writing of the work, the author described the characters of the work through satire, so the arched section highlights four modifications of human insignificance.

The third chapter consists of the research. The aim of the study was to find out how students are familiar with the work of Jonathan Swift, how they perceive and assimilate information from the text and cartoon and, for the most part, with his work "Gulliver's travels". From a pedagogical point of view, the purpose of this study was to enrich the student's vocabulary and identify the level of knowledge. In the third section, all information about the



results of the study is described and shown in the form of diagrams. The tool of the research was a survey in Google Forms, with which it was easy to analyze each student's response individually and assess the level of knowledge of students in general.

The conclusions are based on the presented theoretical data and on the basis of the conducted research and its analysis. Here are the results of the tasks at the beginning of writing the thesis and a detailed description of each section and the results obtained in the process of researching the topic.

The appendix of the thesis contains a questionnaire that was performed by 9th grade students during the study.

## PART 1 GENERAL OVERVIEW OF JONATHANSWIFT'S LIFE AND LITERARY ACTIVITY

English satirist, church leader, publicist, poet and writer Jonathan Swift was born on November 30, 1667 in Dublin to an English family. Swift's father did not live to see the birth of his son, the mother after a while left forever for England and Jonathan was raised by his uncle, Godwin Swift, a famous Dublin lawyer. Swift was well educated, first at the Kilkenny School, then at Trinity College Dublin, where he was awarded a bachelor of arts degree. (Cook, Richard, 1967)

An episode of viciousness in Ireland constrained Swift to look for refuge in Britain. By the conclusion of that year, Swift had ended up secretary to Sir William Santerbury, a resigned ambassador and author who lived on the Moore Park domain in Surrey. Swift remained in this position until the passing of Sir William in January 1699. These were maybe the leading times of Swift's life: he had the opportunity to work to his heart's substance in Temple's endless library; it is here, in Moore Park, that Swift's free idyllic movement starts; He was granted a degree of expressions in Oxford; at last, Temple's bequest got to be the premise of Swift's family joy (the novice essayist met Esther Johnson, the stepdaughter of the senator of Moore Park, who was to begin with his understudy and afterward his wife). (Gilbert, Jack, 1966)

In 1695, Swift was appointed a cleric of the Anglican Church and served the taking after year in Kilruth, Northern Ireland. Once at the center of devout conflict, Swift started composing one of the foremost popular mocking works - the handout "The Tale of the Barrel", work on which endured a few a long time. "The Tale of the Barrel" was distributed without specifying the author's title, making a whine. (Cook, Richard, 1967) Swift rose to acclaim as a mind after his authorship was uncovered. Within the pictures of three brothers - Dwindle, Martin and Jack - the creator criticizes the three branches of Christianity - Catholic, Anglican and Puritan. (Gilbert, Jack, 1966)

In 1696 the author returned to Moore Park, where he composed the parody "Battle of the Books". The work was committed to a discourse between supporters of "ancient and modern books", in which on the side of the "ancient" taken part and Temple. (Cook, Richard, 1967) In parody, Swift restricts the canonization of the antiquated legacy, but for its inventive utilize (basically for the advance advancement of modern English writing).

After Temple's death, Swift moved to Ireland, where he had gotten an area in Laracor. Then he received his doctorate in religious philosophy from Trinity College Dublin.

His scholarly notoriety became indeed more noteworthy after the distribution of a arrangement of expositions "Bickerstaff's Paper", in which he mocked a certain John Patridge, who compiled the yearly visionary chronicle. The picture of the luxurious noble man Isaac Bickerstaff offered to perusers so much that the Whig-like writer Richard Steele started distributing the instructive-satirical magazine *Bovtun* on Bickerstaff's sake. Swift contributed to this magazine, and acted as both a composition author and a poet. (Gilbert, Jack, 1966)

After some time, Swift, already a famous political writer, departed from the Whigs and became close to the members of the Tory cabinet, even a few months published the Tory magazine "Examiner". From September 1710 to June 1713 Swift was in London. At this time, his activities as a Tory publicist unfolded. In the field of literary relations, the small circle "Martin Skliblerus Club (Writers)" was of the greatest importance. (Hunting, Robert, 1967). Details of the political and literary events in London at that time have come down to us in Swift's letters, which after his death were called "Diary for Stella" and were addressed to a friend of his life - Esther Johnson.

In defense of the Tories and the great support of the government in his articles and pamphlets, Swift became dean of Dublin's Cathedral. Patrick. He leaves London and returns to Ireland.

The third period of Swift's work opens with the pamphlet "Proposal for the General Use of the Irish Manufactory", immediately followed by a number of other pamphlets on Ireland. At the beginning of the XVIII century the population of Ireland was heterogeneous. Swift defended the Anglo-Irish, but in doing so he raised the question of the plight of the whole of Ireland. Central to Swift's Irish journalism is *Letters from the Clothmaker*. (Hunting, Robert, 1967)

The work was directed against a patent issued by the British government to the English merchant Wood for the right to mint small (and defective) coins in Ireland. Wood's patent has been reacted to negatively in Ireland for political and economic reasons. The Irish Parliament and its executive have taken a number of measures against the Wood coin, demanding boycott support for the Irish. The *Clothmaker's* letters helped the boycott and forced the London government to revoke Wood's patent. Swift became a national hero.

The main book of J. Swift's life is "Journneys to Different Countries of the World by Lemuel Gulliver" (1721-1725), published in London in 1726.

The last decade of the great satirist's creative activity was marked by great activity after the publication of "Journeys to Different Countries of the World by Lemuel Gulliver". Swift has written many different journalistic and satirical works, not least of which are Irish pamphlets. Swift's speeches in defense of Ireland continue to resonate in people's hearts and support them. He was elected an honorary citizen of Dublin. During this period Swift wrote many poems. His poems are marked by thematic diversity. The leading genre of poetry is political satire, usually associated with Ireland (Club Legion). Swift sums up his creative activity in one of his most significant poetic works - "Poems on the Death of Dr. Swift".

Swift died on October 19, 1745 in Dublin. His epitaph is engraved on his grave: "Here rests the body of Jonathan Swift, Doctor of Theology, Dean of this Cathedral, cruel indignation can no longer torment his heart. Come, traveler, and imitate, if you can, a brave defender of freedom." (New York, NY: W.W. Norton & Co, 2002, p.371-395)

### **1.1 Philosophical and aesthetic views and socio-political activity of the writer**

Jonathan Swift stood out for his political views and rather unusual ideas. It was his works that depicted events through satire, which attracted the attention of many. According to the research of Hunting, Robert, Gilbert, Jack, Harold, and Bloom, certain features and attributes of the writer's philosophical and political pursuits can be identified.

Swift began his creative career at the turn of the two centuries, when the extremely diverse experience of English literature of the seventeenth century. began to be rethought in the light of nascent enlightenment ideas. Swift was a contemporary and himself belonged in part to a great social movement called the Enlightenment. (McMinn, Joseph, 1991)

Under the influence of the writer-essayist Temple, the foundations of Swift's worldview were formed. On philosophical and religious matters, he shared Montaigne's skepticism in an Anglican interpretation emphasizing the weakness, limitation, and deceit of the human mind; his ethical teaching was reduced to Anglican rationalism with the requirement of a strict order of the senses, their subordination to common sense. At the heart of his historical ideas was the idea of historical variability.

Swift's journalistic activities in defense of Ireland were accompanied by a creative upsurge, which resulted in the creation of "Gulliver's Travels" (1721-1725). This work is the highest achievement of the author, prepared by all his previous activities. "Gulliver's Travels" is one of the most complex, cruel, and torturous books of mankind. You could even say one of the most controversial books. In the fourth part of "Gulliver's Travels", Swift seems to express his

hatred of humanity. To agree that this is the only conclusion from his book is to put him in the camp of the enemies of humanism and progress. (Rodino, Richard H, 1992)

Swift's book has many threads connected with his modernity. It is full of hints of anger. In each of the parts of "Gulliver's Travels", no matter how far the action takes place, England is directly or indirectly reflected before us, and English affairs are decided by analogy or contrast. But the power of Swift's satire lies in the fact that specific facts, characters and situations acquire universal meaning, are valid for all times and peoples.

To understand this, we must consider Swift's book in the atmosphere of the time that gave rise to it. Writers of the XVII century. could not show humanity the path it should follow. They did not know such a path and did not believe in its existence, so they are only capable of fantastic constructions. This direction and the pessimistic spirit of Swift's satire were a direct legacy of the seventeenth century. (Swift Jonathan, 2002, p. 371-395)

Swift's worldview, in his own words, was finally formed back in the 1690s. Later, in a letter dated November 26, 1725 to his friend, the poet Alexander Pope, Swift writes that misanthropes are obtained from people who believed people to be better than they are, and then realized that they were deceived. Swift, on the other hand, "does not harbor hatred of humanity," because he never had any illusions about him. "You and all my friends must make sure that my dislike for the world is not attributed to age; I have reliable witnesses at my disposal who are ready to confirm: from twenty to fifty-eight years, this feeling remained unchanged. " (McMinn, Joseph, 1991)

Swift did not share the liberal idea of the supreme value of individual rights; he believed that, left to himself, a person would inevitably slide into bestial immorality. For Swift himself, morality has always been at the top of the list of human values. He did not see the moral progress of mankind - rather, on the contrary, he noted degradation, but he was skeptical about scientific progress and clearly showed this in "Gulliver's Travels" .

Swift assigned an important role in maintaining public morality to the Church of England, which, in his opinion, is relatively less corrupted by vices, fanaticism and arbitrary perversions of the Christian idea - in comparison with Catholicism and radical Puritanism. In A Tale of a Cask, Swift ridiculed theological controversies, and in "Gulliver's Travels", he described the famous allegory of the irreconcilable struggle of blunt-tips against pointed-tips. This, oddly enough, is the reason for his persistent opposition to religious freedom in the British kingdom - he believed that religious confusion undermined public morality and human brotherhood. No theological disagreements, according to Swift, are not a serious reason for

church schisms, and even more so for conflicts. In the pamphlet "Discourse on the inconvenience of destroying Christianity in England" Swift protests against the liberalization of religious legislation in the country. In his opinion, this will lead to erosion, and in the long term - to the "abolition" in England and Christianity, and all associated moral values . (J. A. Downie, 1977, pp. 108-120)

Swift's other sarcastic pamphlets are in the same spirit, as well as - adjusted for style - his writing. In general, Swift's work can be viewed as a call to find ways to improve human nature, to find a way to raise its spiritual and rational components. Swift proposed his Utopia in the form of an ideal society of noble huynghnms .

Swift's political views, like his religious ones, reflect his conservative desire for a "golden mean." Swift strongly opposed all forms of tyranny, but equally strongly demanded that the disaffected political minority obey the majority, refraining from violence and lawlessness. Biographers note that despite the changeability of Swift's party position, his views remained unchanged throughout his life. Swift's attitude to professional politicians is best conveyed by the famous words of the wise king of giants: "anyone who, instead of one ear or one stalk of grass, manages to grow two in the same field, will do humanity and his homeland a greater service than all politicians taken together" . (Harold, Bloom, 1986)

Swift is sometimes portrayed as a misanthrope, referring to the fact that in his works, especially in Gulliver's IV journey, he mercilessly castigates humanity. However, this view is difficult to reconcile with the popular love that he enjoyed in Ireland. It is also hard to believe that Swift portrayed the moral imperfection of human nature in order to make fun of it. Critics note that in the accusations of Swift, one can feel sincere pain for the person, for his inability to achieve a better fate. Most of all, Swift was driven out of himself by excessive human conceit: he wrote in "Gulliver's Travels" that he was ready to condescend to any set of human vices, but when pride was added to them, "my patience is exhausted". The shrewd Bolingbroke remarked in a letter to Swift on December 10, 1725: if he really hated the world as he portrays, he would not be so angry at this world .

In another letter to Alexander Pope, Swift defined his views as follows:

'I have always hated all nations, professions and all kinds of communities; all my love is directed to individuals: I hate, for example, the breed of lawyers, but I love the lawyer and the judge; the same applies to doctors (I will not talk about my own profession), soldiers, Englishmen, Scots, French and others. But above all, I hate and despise the animal called man,

although I wholeheartedly love John, Peter, Thomas, etc. These are the views by which I have been guided for many years, although I did not express them, and I will continue in the same spirit, while I deal with people.'(Internet resource Wikisource, 2020,5)

### **1.2 Genre and thematic diversity of Jonathan Swift's writing**

Swift's first poetic experiments date back to the early 1680s; in the 1690-1700s. He creates a number of pamphlets in which he uses an allegorical way of depicting e.g. "The Tale of a Barrel", "Battle of the Books", "Letters from a Cloth Maker", is engaged in social and journalistic activities; his letters to Esther Johnson (he called her Stella), compiled a book "Diary for Steele", containing valuable facts about the life of the writer and events of a socio-historical nature. After Temple's death, Swift moved to Ireland, he received a doctorate in theology at Trinity College Dublin, and then he became dean of St. Patrick's Day in Dublin. After the publication of "Gulliver's Travels", Swift achieved lifetime glory, and in 1729 he received the title of honorary resident of Dublin. (Frank Brady, 1978, pp. 346-367)

The specifics of Jonathan Swift's classes can be analyzed in detail by "Gulliver's Travels". The novel cannot be attributed to the conventional genre of a utopian novel (or a dystopian novel), in spite of the fact that it contains highlights of the primary and moment types of books, as well as satirical and pedantic works of the 16th century. The common thing that joins together them is the all inclusiveness of the scope of life wonders, the incredible or metaphorical diagram of the plot and types, the utilize of old stories motifs. Utopia for Gulliver isn't at all a perfect world for Swift and the reader. The concept of ideal world turns out to be toppled in reading, and Swift's incongruity becomes vague, tended to not as it were to the individual being depicted, but moreover to his legend.

So Swift tests the rationalism of the enlighteners with laughter and, where they saw an unlimited perspective for the development of the personality, sees the possibility of its degeneration. Some researchers saw in Swift's book signs of a heroic epic, revolutionary pathos, and rebellion. To see the utopia of the future in the state of Huyghnms is just as wrong as to consider it a dystopia. Swift is much more ambiguous, and there are too many meanings in his novel to be reduced to one thing. The genre of "Gulliver's Travels" cannot be accommodated in any one definition. The novel contains signs of several genre canons - fantasy, utopia, satire, adventurous adventures, a philosophical parable, allegory, realistic everyday life, political pamphlet, etc., and at the same time it is at the same time a subtle parody of these genres. In form, "Travels" look like a description of sea voyages, so that they can be attributed to the documented memoirs of the sailor Gulliver, first a doctor and then a captain, with allegorical

overtone and autobiographical reminiscences of Swift himself. This is a very personal and very sad book. Swift's pessimism, which reaches its climax in the 4th part, is to some extent balanced by funny episodes and adventures, especially dense in parts 1 and 2. The novel is divided into four parts, which tell about Gulliver's four travels (the common hero of all parts of the book) and which describe four fantastic countries (the four-deck ship on which Gulliver sets sail is, as it were, a symbol of the four-part journey). All of these pieces are framed and connected by sea voyages. (McMinn, Joseph, 1991)



## **PART 2. 'GULLIVER'S TRAVELS' – A SOPHISTICATED SATIRE ON ENGLISH POLITICS**

Reflecting on life, on the fate of man, dreaming of changes in his "face", Swift decided to write a novel that would reflect his thoughts and hopes. Thus arose the idea of "Lemuel Gulliver's Travels", and later this work was published. The writer took the most active part in the struggle of the Irish for independence.

"Gulliver's Travels" is a fantastic work. Fiction is an incredible picture and images created by the human imagination, which do not happen in reality, but which help to fully express the author's thoughts about this reality. (Erskine-Hill, Howard, 1993)

The novel consists of four parts. In the first, Gulliver falls into the midgets, tiny men twelve times smaller than ordinary people; in the second - the traveler finds himself in the land of giants, and he seems to have become a midget; in the third part - Gulliver's travels to other fictional countries. In this part Swift brands tyrants, glorifies the struggle for independence and freedom. In the fourth book Gulliver enters the land of intelligent horses - *guin-gnms*.

The novel has satirical features. The writer's satire is directed against the English monarchy, rulers, unjust laws, against politicians who dream only of high positions, power that does not care what goes on behind the walls of their castles and palace fences.

### **2.1 Theme, idea and issues of the novel**

The Swift era had a significant influence on the writing of the work. It was a time of powerful mental movement, which we call the Enlightenment, which began, in fact, two centuries earlier, but reached its greatest strength in the XVIII century. The social and political preconditions of the Enlightenment are known. Feudalism was slowly declining, and everything connected with this economic formation in political, domestic, ethical, and ideological-artistic relations was degenerating. The church lost its role of leading organization on the ideological front, the authority of the royal absolute power declined, the oppressed masses rose against their eternal oppressors ... There was a slow but relentless decomposition of all moral and political superstructures. New forms of social relations, which had not yet been established, were also slowly outlined. (Jenny Mezciems, 1983, pp. 245-281)

Since the sixteenth century, Erasmus of Rotterdam, Thomas More, Ulrich von Gutten, Rabelais, and other representatives of sixteenth-century humanism have fully proclaimed the rights of the mind free from superstition as the supreme judge and arbiter in public and private

life. Two centuries later, Defoe, Swift - in England, Voltaire, Rousseau - Diderot - in France and a large army of other representatives of the new ideological trend acted as propagandists of this new religion, the "religion of reason." Speaking of the Enlightenment movement in France, where it began chronologically later than in England, Friedrich Engels gives a comprehensive description of this ideological revolution in Europe: "No external authorities of any kind they did not recognize. Religion, understanding of nature, society, state order - everything was subjected to the most ruthless criticism, everything had to stand before the court of reason and either justify its existence or abandon it. Thinking reason became the only measure of all that existed. , first in the sense that the human head and the provisions that it has discovered through its thinking, demanded that they be recognized as the basis of all human actions and social relations, and then in the broader sense that the reality that contradicts these All previous forms of society and the state, all traditional ideas were considered unreasonable and rejected, like old rubbish; the world has hitherto been governed by prejudice itself, and all the past deserves only pity and contempt. Now, for the first time, the sun has risen, the realm of reason has come, and henceforth superstition, injustice, privilege, and oppression must give way to eternal truth, eternal justice, equality that arises from nature itself, and inalienable human rights. educators, but it can, of course, be applied to English educators". (Geoffrey Brereton, 1978, p. 212)

The main theme of "Gulliver's Travels" is the variability of the appearance of the world of nature and man, represented by the fantastic and fairy-tale environment in which Gulliver finds himself during his travels. The changing appearance of fantastic countries emphasizes, in accordance with Swift's plan, the invariability of the inner essence of manners and customs, which is expressed by the same circle of ridiculed vices. By introducing fabulous narrative motifs into their own artistic function, Swift is not limited to it, but expands its significance through parody, on the basis of which a satirical grotesque is built. Parody always presupposes a moment of imitation of a pre-known pattern and thus involves its source in the sphere of action. The dual artistic function of science fiction - entertaining and grotesque parody - is developed by Swift in line with the ancient and humanistic tradition through plot parallels, which form a special layer of sources of "Gulliver's Travels". In accordance with this tradition, the plot is grouped around a scheme of fictional travel. As for Gulliver, his image is based on English prose of the seventeenth century, which widely presents the stories of travelers of the era of great geographical discoveries. From the descriptions of sea voyages, Swift borrowed an adventurous flavor that gave the work the illusion of visible reality. This illusion is compounded by the fact that in appearance between the Lilliputians and the giants, on the one hand, and Gulliver himself and his world, on the other hand, there is an exact ratio of greatness. Quantitative relationships

are supported by the qualitative differences that Swift establishes between Gulliver's mental and moral levels, his consciousness, and, accordingly, the consciousness of the Lilliputians, the Brobdingnags, the Ehu, and the Guigngnms. The angle from which Gulliver sees another country of his wanderings is precisely determined in advance: it is determined by how mentally or morally its inhabitants are above or below Gulliver in mental or moral terms. The illusion of plausibility serves as a camouflage of the irony of the author, imperceptibly putting on Gulliver masks that depend on the tasks of satire. The fabulous plot combined with the believable adventure color of a sea voyage form the constructive basis of "Gulliver's Travels". Included here is an autobiographical moment - family stories and Swift's own impressions of an unusual adventure in his early childhood (at the age of one he was secretly taken by his nanny from Ireland to England and lived there for almost three years). (Jenny Mezcziems, 1983, pp. 245-281) This is a superficial layer of narration that allowed "Gulliver's Travels" to become a table book for children's reading. However, the plot lines of the plot, being an allegory of generalized satire, combine many semantic elements.

In addition, we can distinguish the main subgroups. So, summarizing all the above, we can divide the topics into the following subgroups. The first will be adventures - throughout the novel, the hero finds himself in an unfamiliar environment and encounters situations that call into question his views and beliefs. Gulliver's adventures do not work as trials, overcoming which the hero becomes stronger and better, but as insurmountable vicissitudes of fate, before which the hero is powerless, by chance becoming an omnipotent giant, a pet. As a result, a life filled with the most unimaginable adventures does not help him get better, but on the contrary, breaks him, bringing him only bitterness and disappointment.

The second is the Enlightenment - Swift was not opposed to the Enlightenment as such, but in his novel he examined many aspects of it. In particular, he showed the volatility and illusory nature of man's dominance by the example of how Gulliver, who had long ago ridiculed the absurd conflict of the Lilliputians, encountered far more advanced and enlightened beings who saw in men only savages who thoughtlessly destroyed themselves.

The third subgroup is satire on society - the novel sharply mocks the reality that surrounded Swift. In the land of the Lilliputians, the protagonist observes empty and meaningless palace intrigues, absurd war over eggs, vanity and stupidity of worldly rulers. Little people are a crooked reflection of human society and all its vices. Through the mouth of a truly enlightened king of giants, Swift ridicules war and violence, and it is this character who notices that the common working man is far more useful than politicians and rulers. On the example of Laputa and her vassals, the writer ridicules the arrogant scientists to whom high scientific matters

replace the real world. The Land of Horses is a mockery of human pride, the blindness and limitations of people who think they are the center of the universe, and a demonstration of progressive ideas that have been reduced to the absurd. (Erskine-Hill, Howard, 1993)

The last main subgroup is life and manners of English society - is characterized by a portrait of a typical Englishman, given by Swift in the person of his hero - Lamuel Gulliver. Throughout most of the novel, he thinks he is a smart and decent man, but in fact shows a commitment to many vices, appears to us a bad family man, and finally, seeing the ideal society of horses holding people in slavery, and begins to honor all members of humanity, except for himself, for cattle. At the end of the story, pride and ignorance lead the hero to a worldview crisis and madness.

The main idea of the work was by means of satire to sharply criticize the English reality, the politics of the time, all the social defects with which Swift could not accept. The main thing for Swift was "not to entertain the reader, but to arouse anger in him." The idea of freedom and peace. (Bennet Lucas, 2017, p.159)

The work of Jonathan Swift is illustrations of the fact that the world is diverse and incomprehensible, people still have to unravel the meaning of the universe. In the meantime, an imperfect and weak person possesses gigantic self-conceit, considers himself a superior being, but not only cannot know everything, but often he himself runs the risk of becoming worse than animals.

Many people have lost their human form, inventing weapons, quarreling and deceiving. A person is petty, cruel, stupid and ugly in his behavior. The writer not only unfoundedly accuses humanity of all possible sins, but offers alternative options for existence. His main idea is the need to correct society through consistent rejection of the vices of ignorance. (Плавський З.І., Белобратов А.В., Апенко Є.М., 1991)

## **2.2 Four modifications of human insignificance. The apogee of the work as a satirical pathos on a person.**

The four parts of Gulliver's Travels are four satirical modifications of human insignificance. In the first and second parts, the reduction of a person's physical growth is a satirical means of reducing what we call the moral and ideological side of human existence; in the third and fourth parts - man is divided as if into two independent beings, funny and horrible in their one-sidedness. (Єлістратова А.А., 1996) If the inhabitants of Laputa embody the theoretical human mind, detached from the practice of life, and therefore blind and helpless in their metaphysical speculations and constructions, These are creatures that have not been subject

to the regulatory influence of culture and act either under the influence of external motives or due to elementary animal urges. On the other hand, the method of physical reduction in the first two parts is the antithesis: in Lilliput, the hero acts as an observer of pygmy life, thus motivating the author's attention to depicting human insignificance, as it manifests itself externally, ie in political and social life. (Arthur E. Case, 1945, pp. 97-126.)

In the second part, in the land of giants, the traveler himself finds himself in the role of a midget, meeting with creatures that in comparison with them he seems no bigger than an insect. All the feelings of the hero, all that he is justly proud of, becomes insignificant in his own eyes, loses its value, and in many cases he himself seems ridiculous and pathetic. Thus, the author in the second part shifts more attention to the inner world of man, showing the limitations and relativity of his moral values. However, along with such exposure of the meagerness of the man-unit, Swift in this part, as well as in the following, with even greater temperament than in the first part, speaks of political and social problems. Thus, all human life is shown in four satirical dimensions and aspects, shown that, as the humane king of giants says, humanity is "a tribe of ugly worms, the most harmful of all, which has ever crawled on earth." (Swift Jonathan, 2012, p.187)

In the second part, following the same diminutive method in depicting the laws of state and international law, the author forces Pygmy Gulliver to tell the giant queen, who does not understand the "Machiavellian principles" of class state law, about political order in Europe, particularly in England. In this part, Swift's satire rises to a higher level ... The humane ruler of the giants is especially outraged by the cruelty of Europeans with which they exterminate like-minded people during wars, and their terrible ingenuity in preparing weapons of murder. The accusatory speech becomes more and more general as we approach the end of the novel and culminates in the last part, in the episodes where Gulliver talks about human wars to horses, absolutely moral beings, for whom Gulliver is only a somewhat improved example of disgusting and insignificant egos. who are slaves in their country. The sharpness of satire is achieved here not by "reduction of plans", but by "qualitative" opposition of morally pure beings to miserable monsters, which in a distant country called Europe, became the dominant race and, having a crumb of reason compared to local egos, use it to serve their instincts of destruction, greed and envy. And in this part the central theme is war, which, as Gulliver says, begins either with the envy of one monarch for another, or because of differences in religious prejudice; sometimes it arises because a dispute arises between two kings as to which of them should seize the possession of the third king, to which they have no right; sometimes one prince starts a quarrel with another for fear that he will start the first war with him, sometimes wars are declared because the enemy is too powerful, and sometimes because he is too weak. It is sometimes

recognized as quite royal and is practiced just as often when a king summoned by a neighbor to help against an invader, defeating an enemy, captures the land and kills, or sends a monarch who came to defend, etc. (in his attacks Swift shows almost boundless ingenuity). (Arthur E. Case, 1945, pp. 97-126.)

Exposing the absurdity and unnaturalness of war is not a new thing in the history of humanistic thought. Already the humanists of the XVI century, such as Erasmus of Rotterdam or Francois Rabelais, from the standpoint of "pure reason" exposed the absurdity and unnaturalness of military conflicts and wars in general. What is new about Swift is his deep knowledge of diplomatic and political "mechanics", which leads to bloody military quarrels in a class society.

In the third and fourth parts, Swift focuses on the moral and intellectual life of man. We have before us numerous variations of human stupidity and insignificance. In the age of deification of the mind, Swift strongly emphasizes the imperfection of human science, which is not based on life experience, on life practice. The customs of the inhabitants of the air island, science maniacs who have lost all interest in real life, delving into the development of various mathematical problems, science at the Laputan Academy in Lagado, which solves, for example, problems such as turning feces into food, making ice from gunpowder, extracting sunlight from cucumbers, building buildings from roofs, plowing with pigs, etc., as Swift sarcastically points out, keep a decent distance from the victims of their scientific imagination), - all this is nothing more than an energetic attack on modern Swift science in all its branches. (Brady, Frank, 1968)

Finally, the saddest part of the work, the apogee to which Swift's satirical pathos rises, is a depiction of the habits and customs of the ego, this horrible parody of man in all its moral and physical features. As already noted, the reduction of man in this part is not a decrease in its physical proportions, but a kind of reduction of "higher mathematics" of human spiritual life to the four basic acts of arithmetic, a subtle and deep genetic link between the most complex manifestations of the psyche of civilized man. (Swift Jonathan, 2012, p.337). The satirical power of the image of a morally "naked" being is achieved by the fact that Swift, imbued with the ideas of a new philosophy that considers man as a product of nature, with murderous thoroughness shows the physiological commonality between ego and man. The description of the ego's appearance is one of the most brutally ironic places in the whole book. Yegu is a caricature of a man, but in this caricature there are extremely subtle features of resemblance to the original. The same must be said of the customs of the ego. Human life is shown in such a mirror, before which all previous means of "insulting" a person, which Swift used to resort to, fade away. Yehus are dirty, cunning, cruel and vile creatures. When the five yogis throw food that would be enough for fifty people, they, instead of dividing it wisely among themselves, throw themselves at each other, and everyone tries to grab a whole piece, and they eat all sorts of junk, which would not

touch. another decent animal. They love various stones that no one needs and, having obtained them, they carefully hide from others, and when they lose them, they despair, get sick, bite and scratch those who try to entertain and amuse them ...

Yego like to quarrel with each other and usually try to surprise their enemies unexpectedly; when they fail, they fight among themselves; there is often a quarrel between the neighbors and a fight for the first-best detail, and it often happens that the third neighbor "under the guise" appropriates the thing for which the dispute is. The leaders of the ego are usually the most disgusting and cruel of the ego males; these "leaders" have their "closest people", whose duty is to lick a certain part of the leader's body and bring to him the female ego. All other egos hate these "closest people" and try to destroy them at the first opportunity. (Swift Jonathan, 2012, p.340) Ego females, seeing the male, begin to grimace, bend over, run away, although no one is chasing them, and hide in the bushes with the certainty that they are wanted there; Yegu males sometimes consume the juice of a plant from which they are very excited, begin to shout wild voices and dance, caress each other, then fight, and finally, stumbling, fall somewhere in the mud and sleep. They are not capable of anything serious, except to carry loads, when, of course, to force them to do so, because by nature they are lazy and lazy creatures. And next to such a horrible picture of the life of a human being, "liberated" from the ornaments of civilization, are eloquent analogies from the life of European society, which tells his esteemed master-horse Gulliver, giving him generous material for comparisons and comparisons. From these comparisons it follows that the whims of a noble lady are not much different from the habits of a female ego, that a fight between neighbors for the first-best detail is very reminiscent of the court customs of England and other European countries. which are tossed between people and of which Gulliver speaks, etc., etc. In short, the analogy is made from beginning to end in all the details and trifles, once again, stronger than ever in previous chapters, proclaimed ruthless condemnation to humanity. Everything that man lives, all forms of social coexistence, all manifestations of moral signs of man, past and present humanity, all that he is proud of and aspires to - all marked by traits of cruelty, mental limitations, selfishness and cunning. (Clifford, J.L., 1974)

### **2.3 Expressing satire in the novel through characteristics of the characters**

In Jonathan Swift's "Gulliver's travels", the main character is an Englishman, the son of a small landowner from Nottinghamshire, the third of five sons. For three years he studied at Cambridge, and for another four years he studied as a surgeon. The passion of his life was the travels that he made as a ship's doctor, but never managed to show his medical skills in traveling.

After three and a half years of service at sea, he settled down, married Mary Burton (on the advice of friends), but then, when his financial condition worsened, went out to sea several times.

Lemuel has an excellent talent for learning languages. He does not show much attachment to the medical business, judging by the descriptions, he is interested in the maritime business. He is a thorough person, even excessively honest, and does not hesitate to appear in front of readers in an unsightly or funny light. He has no excessive attraction to any of the human vices, but is very scrupulous in matters of honor, a patriot. He is prone to friendly affection, but in love matters he is rather cold. (Edward J. Rielly, 1988)

At the same time, you can't call him a thinker — he is not distinguished by sharpness of mind, is quite limited in judgment and is prone to enthusiasm. He says quite seriously the things that the author makes fun of with his mouth.

Often the nickname "Gulliver" is used in the sense of "giant". However, Gulliver was a man of ordinary height and was only a giant from the point of view of lilliputians, and then he turned out to be a midget in Brobdingnes. Gulliver's name means that he is much bigger than others. This is not so much about his growth as his abilities, abilities and status as well. The satire is that despite the fact that he helped the Lilliputians, he could still just change everything because of his abilities.

Lilliputians. The very word "lilliputian" was coined by Swift. The inhabitants of Lilliput and Blefuscu are 12 times smaller than an ordinary person. They are convinced that their country is the largest in the world, which is why they behave quite fearlessly with Gulliver. Lilliputians are an organized people, able to do difficult work for them quickly enough. They are ruled by a king named Holbasto Momaren Evlem Gerdailo Shefin Molly Olli Gu. The Lilliputians are at war with the Blefuscans over disputes over which side to break the egg from. But even in Lilliput itself, there are feuds between the Tremexen and Slemexen parties, supporters of high and low heels. Gulliver's most ardent opponents are Galbet Skyresh Bolgolam and Lord Chancellor of the Exchequer Flimnap. The Lilliputians represent a parody of the English monarchy. The meaning of satire in the part about the Lilliputians meant that they were not capable enough and therefore they had little opportunity. Despite the large number of inhabitants, even if they united, they would not be able to overcome the enemy, because they did not have such strength.



Giants. The inhabitants of Brobdingnag Island, on the contrary, are 12 times larger than the average person. They take care of Gulliver, especially the daughter of farmer Grumdalclitch. The giants are ruled by a just king who is horrified by Gulliver's tales of gunpowder. These people are not familiar with murder and war. Brobdingnag is an example of a utopia, an ideal state. The only unpleasant character is the royal dwarf. (Reilly, Patrick, 1986)

Residents of Balnibarbi. To distract the inhabitants of the flying island of Laputa from thinking about the Universe, the servants have to slap them with sticks. Everything around them, from clothing to food, is connected with astronomy and geometry. The Laputans rule the country, having the right to crush the resulting rebellion with the weight of the island at any time. There are also people on earth who think they are smarter than everyone else, which is not true. The inhabitants of the island of Glabbdobdrib are able to summon the souls of dead people, and on the island of Laggnegg, sometimes immortal struldbrugs are born, standing out with a large spot on their heads. After 80 years, they have a civil death: they are no longer able to work, they age forever, they are not capable of friendship and love. According to the inhabitants of this island, satire shows that foolish people can cause bad deeds and thus have a negative impact on the future of the whole nation.

Houyhnhnms. The island of Houyhnhnmia is inhabited by horses that can speak their own intelligent language. They have their own homes, families, meetings. Gulliver translates the word "houyhnhnm" as "the crown of creation". They don't know what money, power, and war are. They do not understand many human words, because for them there are no concepts of "weapons", "lies" and "sin". Houyhnhnms compose poems, do not waste words in vain, die without sorrow. Houyhnhnms do not live by the rules. They have created their own world without evil and live solely for their own pleasure. This practice in the work shows that they will not show dissatisfaction, but on the contrary will live with their families and try to develop their own society. (Swift Jonathan, 2012, p.384)

The Houyhnhnms are served as domesticated animals by the ape-like savages of the Yahoos, who feed on carrion. They lack the ability to share, love, hate each other, and collect shiny stones (a parody of a person's passion for money and jewelry). There is a legend among the Houyhnhnms that the first Yahoos came here from across the ocean and were ordinary people, like Gulliver.

#### **2.4 Means of expressing satire in the novel (language, stylistic devices)**

J. Swift was an educator, a man who believes in reason, the need for intelligent transformation of the world, so he first wrote journalistic works on topical issues - pamphlets. In

them he ridiculed the remnants of the state system of England, the war, the shortcomings of society. "Gulliver's Travels" is also a satirical work. Swift's contemporaries easily recognized the heroes of the novel of famous politicians, saw in a satirical and sharpened situation in their own country. So, despite the fictional, fantastic plot, the novel showed people the flaws of their lives. And since the picture of this life is parodied, satirically, people wanted to correct it, to change something for the better. Actually, this is the role of satire.

The satirist Swift invented a small country of small people precisely to make it easier to show the absurdity and incompetence of the state institutions of the then England. He showed ridiculous the emperor of Lilliput with his claims to world domination. Insidiousness, greed, cruelty - these traits are characteristic of both little men and real emperors, ministers, officials. The writer very wittily compares Lilliputian political parties and the ruling British parties. These parties differ only in that they wear heels of different heights. The author also ridicules the controversy of the Protestant and Catholic churches of England. They are like sects arguing over which way to break an egg. And the worst, most unpleasant thing in these senseless disputes is that they lead to irreconcilability, expulsions, wars.

Swift also cites more appropriate laws from his point of view, as if peculiar to Lilliput and uncharacteristic of England. This is a law on informers, a strict fight against fraud, the encouragement of law-abiding, the assessment of the moral qualities of the person elected to public office.

When Gulliver reached Lilliput, he immediately capitulated: he did not resist, tried to understand, bowed his head to the emperor. He even helped the Lilliputians in hostilities - brought to them the fleet of the island of Blefuscu. But power is not fair. Gulliver is accused of treason and handed down a cruel sentence: to blind the Mountain Man. In addition, hypocritically call this sentence humane.

Fortunately, a friend warned Gulliver and he managed to escape. The writer notes that a person should not obey the environment, otherwise he becomes a spiritual midget.

Gulliver travels a few more times and eventually concludes that the most prominent heroes of mankind are those who fight tyranny. This is evidenced by the words of the hero: "With the greatest pleasure I stopped my eyes on the people who destroyed tyrants and usurpers, and on those who liberated oppressed and offended peoples." (Jonathan Swift, 2012, p.23)

In addition, the author of the work used paradoxes in his most famous work. The first paradox a reader may see during the fantastic meeting of Gulliver with the inhabitants of

Lilliput. The protagonist of Gulliver aboard the ship Antelope sails from Bristol in the south. During the voyage, the ship falls into a storm zone and crashes. Gulliver, saving his life, swims for a long time and goes ashore in the fantastic land of the Lilliputians. Little people meet Gulliver, but quite friendly: they feed, provide housing. He is served by six hundred Lilliputians, three hundred tailors sew clothes for him, six of the most prominent scientists teach him the Lilliputian language.

The second paradox is the first person of Lilliput. The first person of Lilliput called himself "emperor." He was slightly taller than his courtiers, and this, as Swift ironically notes, was "enough to evoke special respect for him." The emperor called himself "the adornment and fear of the world." "a monarch over monarchs," "higher than all the sons of men," "one who leans on the center of the earth and his head reaches the sun," although he was actually three fingers tall.

The next paradox is the customs of Lilliput. To get a government position, you had to take part in a competition of dancers on a rope: whoever jumps the highest will get the highest position of a civil servant. The highest honors: blue, red and green silk are awarded to those who show the most agility in unusual competitions. horizontally a stick, and the candidates for the award then jump over it, then crawl under it, depending on whether the emperor raises or lowers the stick.

Reading further the novel, we see the political system of the country. (In Lilliput, there are two warring parties, the Tremexen and the Slemmexen. The former are proponents of high heels, the latter low heels. Although ancient customs are high heels, His Majesty appoints only those with low heels to all government positions. Party members hate each other so that they do not even eat or drink at the same table.

The last paradox is the cause of the war between Lilliput and Blefuscu. There is a long-running war between these states, which was caused by a dispute: from which side should eggs be broken - from the blunt end or from the sharp end?

Reading "Gulliver's Travels", you can also find elements of irony and humor in the work. These tools can be seen only in selected citations of the work. In the first quote, the author cited the irony that the ruler, who is not able to manage the state skillfully, still obeys and asks for permission to entertain him. Moreover, the emperor gives tasks that do not obey a logical explanation, and there are people who do it. The people seem to be fascinated and do not see that they are being led like puppets: "... five or six candidates ask the emperor for permission to

entertain him and the court by dancing on a rope, and the one who jumps the highest and does not fall gets the position." ( Jonathan Swift, 2012, p. 20)

The second quote describes another entertainment for the emperor and his entourage. This is the so-called dexterity exam, where they also get certain prizes. From the logical side of the worldview, it's all like a circus, in which people, to a certain extent, voluntarily participate in the role of the main animators. Reading the entire novel, you can understand that Gulliver is also involved in this. His body parts are used as barriers. And instead of giving some really impressive prize for such "bullying", the winners are given a belt that simply sets them apart from the crowd: "The emperor picks up a stick and holds it horizontally, and the contenders, following one another, jump over it, then crawl under it, back and forth, depending on whether the emperor raises or lowers the stick. ... Who performs all these pieces the longest and with the greatest dexterity, he gets a blue thread; the second prize - a red thread; the third - green. They are worn instead of a belt, twice girded around the waist, and rarely a nobleman, not decorated with at least one such belt. (Jonathan Swift, 2012, p. 49)

The irony in the third quote is that if the inhabitants themselves were not amused and unwilling to follow the emperor's orders, they would still be forced to do so. This quote even shows that respect for Gulliver is achieved through coercion and bullying with the death penalty. It turns out that the supposedly free people cannot even take a step of their own free will, because everything is under the close supervision of the emperor and they must clearly follow their instructions: "The emperor ... invented a very original entertainment. He asked me to stand ... and spread my legs as wide as possible ... Then he ordered his commander to line up the army with closed ranks and lead him in a ceremonial march below me: infantry twenty-four men in a row, and the cavalry, sixteen at a time, with spears, drums and flags unfurled, three thousand infantry and one thousand cavalry, and His Majesty ordered, under penalty of death, that every soldier should behave as politely as possible to me during the parade. It didn't stop, however, for a few young officers to look up as they passed me. And, to tell you the truth, my pants were in such a miserable condition at the time that those officers had reason to laugh to their heart's content. " (Swift Jonathan, 2012, p. 51)

Some phrases ironically indicate the actions that people take in the modern world. We often wear masks that hide bad moods, worries, and problems in general. The author also showed in Gulliver's conversation with residents of the country that they also wear a mask and wear it so plausibly that it may seem that everything is fine, but this is not the case : "... it may seem ... that we are all right, in fact, two disasters are looming over us - sharp party quarrels inside the

country and a possible attack by an extremely powerful external enemy. ... seventy months ago, two hostile parties were formed in our empire - known as Tremexen and Slemexen, from high and low heels on shoes, how they differ from each other. (Swift Jonathan, 2012, p. 58)

#### 2.4.1 Irony

Irony is a hidden mockery, a means of artistic expression. The author used irony in many cases. For example, a quote from the work itself is considered:

"He was almost a full nail taller than all his courtiers, and that was enough to arouse awe among them ..." (Swift Jonathan, 2012, p.67).

This quote shows that the author did not use an offensive word, but used a phrase with which he was able to convey information to the reader and present it in a ridiculous work.

Using irony, the author secretly expressed his dissatisfaction or surprise with the lives of those peoples. Speaking of midgets, the author noted that he could take dozens in hand, paying attention to their growth.

Irony helps the author to disclose certain information while adhering to confidentiality and censorship.

#### 2.4.2 Grotesque

This literary tool combines the real and the fantastic. An example is the following quote:

"Looking down as far as I could, I saw a man six inches tall, with a bow and arrow in his hands and a quiver over his shoulder. It seemed to me that at least fifty of the same men followed him. Extremely shocked, I cried out so loudly that they all ran away in fright; as I found out later, some of them even got hit hard, slipping off the ground." (Swift Jonathan, 2012, p.89).

The author describes real events, but at the same time fantastic. The double artistic function of fiction - entertaining and grotesque parody - is developed by Swift in line with the ancient and humanistic tradition through plot parallels that make up a special layer of sources in Gulliver's Travels. In keeping with this tradition, the plot is grouped around a fictional travel scheme. As for Gulliver, his image is based on the English prose of the 17th century, in which the narratives of travelers of the era of great geographical discoveries are widely represented. From the descriptions of sea voyages, Swift borrowed an adventure flavor, which gave the work the illusion of visible reality. This illusion increases also because in the external appearance between the midgets and giants, on the one hand, and Gulliver himself and his world, on the other hand, there is an exact correlation of greatness. Quantitative ratios are supported by the qualitative differences that Swift establishes between the mental and moral level of Gulliver, his consciousness and, accordingly, the consciousness of the Lilliputians, Brobdingnezhs and others. (J. K. Welcher, 1983)

### 2.4.3 Aphorisms

An aphorism is a short, very apt, original expression that expresses a generalized thought in an expressive, easy-to-remember form that is later repeatedly reproduced by other people. In this work aphorisms can be found expressed by the author and Gulliver.

The most famous and most used aphorisms in the work are:

- "It's as true as Gulliver himself said." - indicates that Gulliver is a very honest man. (Swift Jonathan, 2012, p.123).
- "A lie flies, and the truth limps behind it." - shows that, unfortunately, lies spread much faster than the truth. (Swift Jonathan, 2012, p.205).
- "She looks at him like a cat looks at a mouse." - a description of the gaze. (Swift Jonathan, 2012, p.93).

### 2.4.4 Metaphor

Metaphor is an artistic means in which the transfer of features of one object to another. Jonathan Swift vividly described every event in the work and each character, so there are many metaphors in this work. (Internet resource,3)

The courtiers show their talents in another type of competition: "The emperor puts on the table thin silk threads six inches long and one blue, the second red and the third green, which reward those whom the emperor wants to celebrate with his royal grace. The ceremony takes place in a large throne room, where candidates take an agility test very different from any other in the Old or New World. The emperor holds the sticks horizontally in his hands, and the candidates jump over him one by one, then crawl under him, depending on whether he raises or lowers the sticks... ". Awards: blue, green, red threads are the English orders of Garter, Bath, St. Andrew, which are often awarded not for feats in the name of the people, but for gifts, fraud, slander. Often the formulas of court etiquette grow into Swift's grotesque pantomime, created on the basis of some running idiomatic expression of the English language. The reception of the materialization of the metaphor creates a satirical effect in the episode, which tells of the arrival of the Mountain Man in the capital of the kingdom of Laggnegg. Here he is convinced by experience what it means to "lick the dust at the foot of the monarch's throne." Gulliver actually has to "crawl on his stomach and lick the dust on the way to the throne." (Swift Jonathan, 2012, p.275)

In addition to these examples, metaphors in the work can be found in short phrases such as "set off the waves" and "driven by the wind." (Jonathan Swift, 2012, p.17)

Analyzing the second part, we can draw conclusions about the writing of the work, the use of artistic means that have greatly enriched the work. Particular attention was paid to such artistic means as satire, irony, grotesque, aphorisms and metaphors. Since Gulliver's Travels is a fairly large work, the most typical examples were taken for analysis.

## **PART 3.EMPIRICAL RESEARCH**

The research was conducted to analyze students' vocabulary. In addition, it was analyzed how students understand the work "Gulliver's Travels" by Jonathan Swift. The survey was conducted in English on the Google Forms platform. Survey questionnaires are attached in the apps.

All the data below is calculated on average. To prove my claims, you will see charts with metrics and examples of responses.

### **3.1 Participants of the research**

According to the Ministry of Education and Science of Ukraine, Jonathan Swift's "Gulliver's Travels" is studied in 9th and 10th grades. During my pedagogical practice, I taught in the 9A class at the Ilona Zrina Lyceum in Beregovo. Accordingly, the study was conducted in 9th grade among students aged 14-15 years. Therefore, there were no questions about age and gender in this study, as it does not play an important role in this case. A total of 20 students out of 25 participated in this study.

### **3.2 Research instruments**

The main research tool was a questionnaire. It was conducted in order to study the respondents' knowledge of literature in general and the biography of Jonathan Swift and his work "Gulliver's travels".

The advantages of such surveys are that with all data collection methods, the survey allows you to get information from more people with less effort.

Answering a specific questionnaire is easy, it can be applied to a group of people at the same time, it can be done anonymously, and it only takes a few minutes. This means that you can reach many more people.

In addition, thanks to the technologies available today, you can make them by phone or even by email. This contributes to a larger geographical sample size.

For this reason, survey results tend to be more representative of the actual population than other methods, such as interviews, which allow only one person to be interviewed at a time. In addition, unlike other data collection methods, surveys are extremely mobile. Closed-ended questions are answered quickly and easily, so the survey takes only a few minutes.



On the other hand, strategies that reduce time can be applied without compromising results. For example, applying it to a large group of people at the same time, or using technological resources such as email.

### 3.3 Procedure of the research

The survey was conducted online, as the class in which the lessons were conducted during my teaching practice was sent to quarantine. Before completing the questionnaire, students watched a cartoon based on the first chapter of Jonathan Swift's Gulliver's Travels. In advance of the class conversation, students were sent new words that are used in the cartoon. After watching the cartoon, students retold the content of the cartoon to better master the material, and shared their impressions.

To complete the questionnaire, students had one day. According to the link, students received a text with a summary of the first section and questions and tasks for it. This link contains 5 parts. The first part consists of 10 sentences, where you need to answer whether this statement is true or false. The second part is 10 test questions with one correct answer. In the third part, students had to complete a sentence. In total, there are five such sentences in the third part. The task of the fourth chapter was to answer five questions. The fifth section consisted of one task - to write a description of the text using key terms.

### 3.4 Results of the research

After reading the text, in the first section of the tasks, students had to choose in ten statements whether true or false. On the first question the correct option was chosen by 55% of students. This question caused some difficulties for students. The data are shown in figure 1.

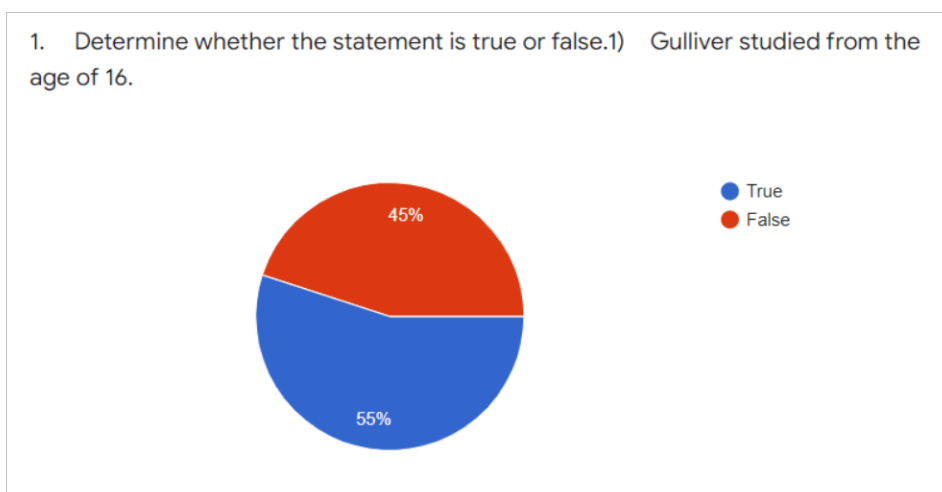
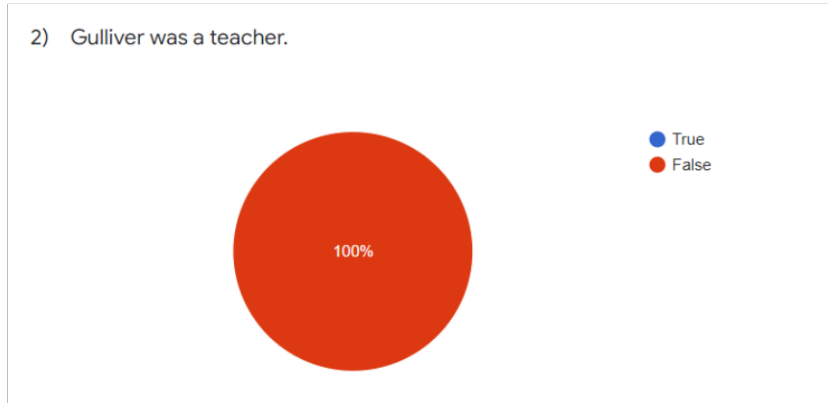
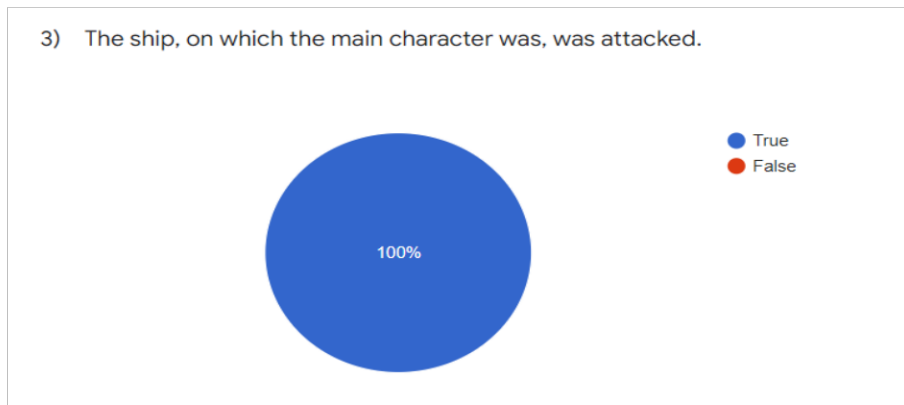


Figure 1. Information of the first question

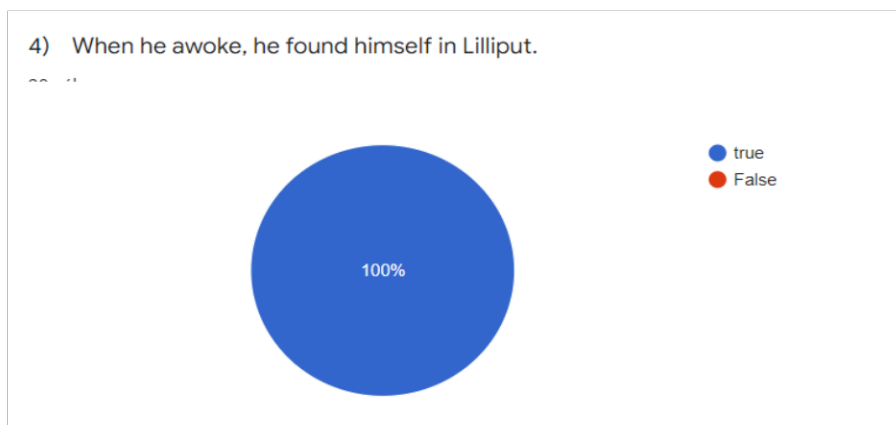
All students answered the second, third and fourth statements correctly. This may be due to the fact that these facts were mentioned not only in the work, but also in the cartoon that the students watched. These were some of the key points of the work. The data are shown in figure 2-4.



**Figure 2. Information of the second question**

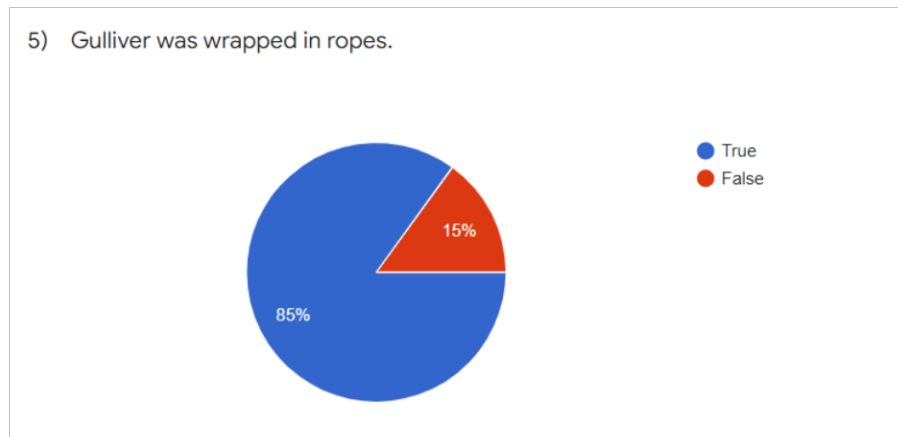


**Figure 3. Information of the third question**



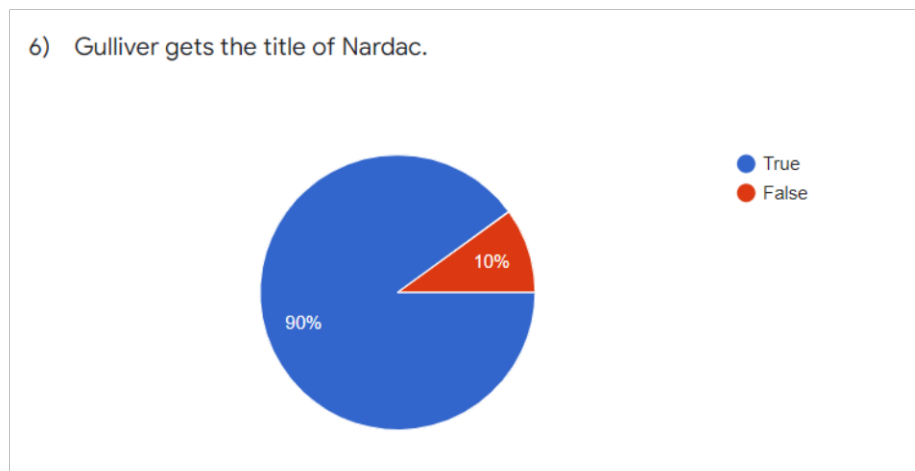
**Figure 4. Information of the fourth question**

The fifth statement was a bit confusing for some respondents, so the correct option was chosen by 85% of students. The data are shown in figure 5.



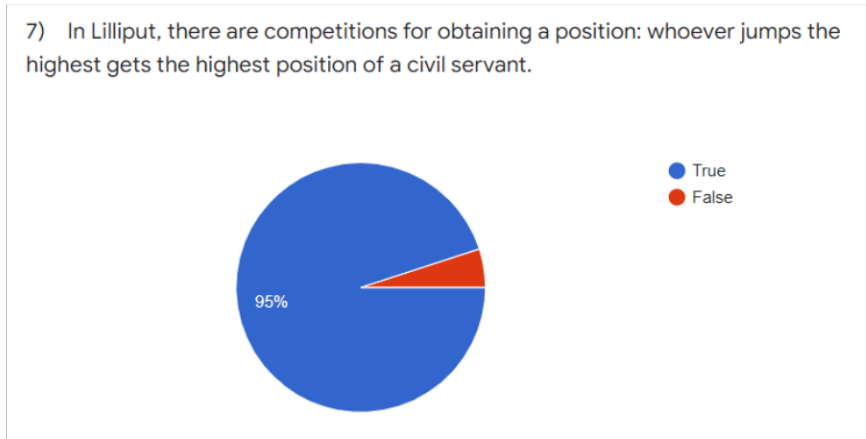
**Figure 5. Information of the fifth question**

The statement in the sixth task was about the title, which indicated that Gulliver received the award. This was described in the work, so most chose the right option - 90%. The data are shown in figure 26. The data are shown in figure 6.



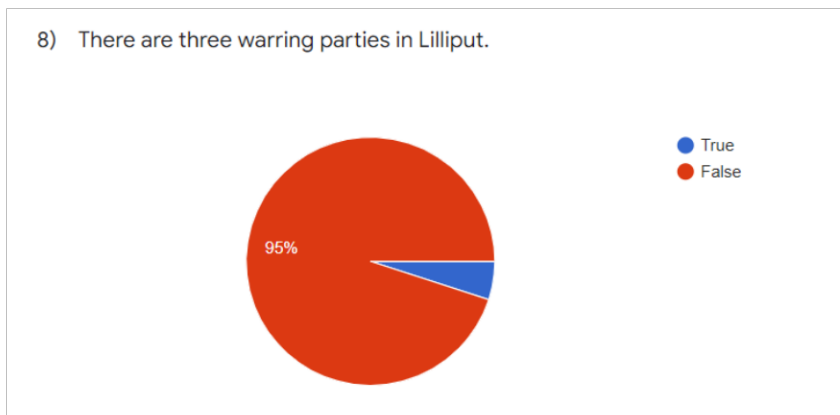
**Figure 6. Information of the sixth question**

The next issue was the assertion of the rules in force in Lilliput. 95% of students answered this question correctly. The data are shown in figure 7.



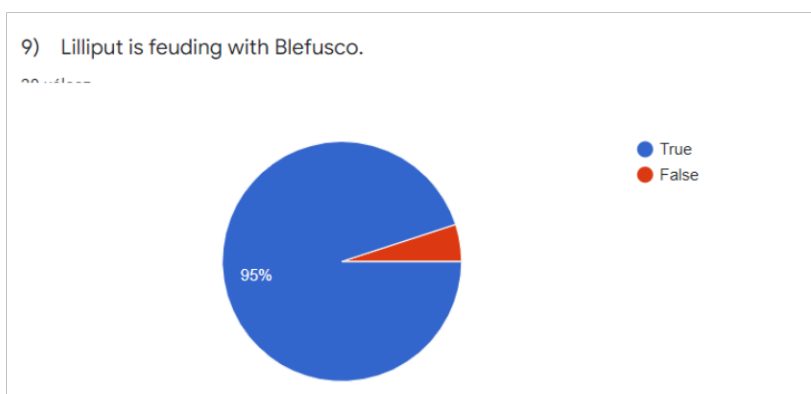
**Figure 7. Information of the seventh question**

In the statement about the political parties mentioned in the work, the majority of students also answered correctly - 95%. The data are shown in figure 8.



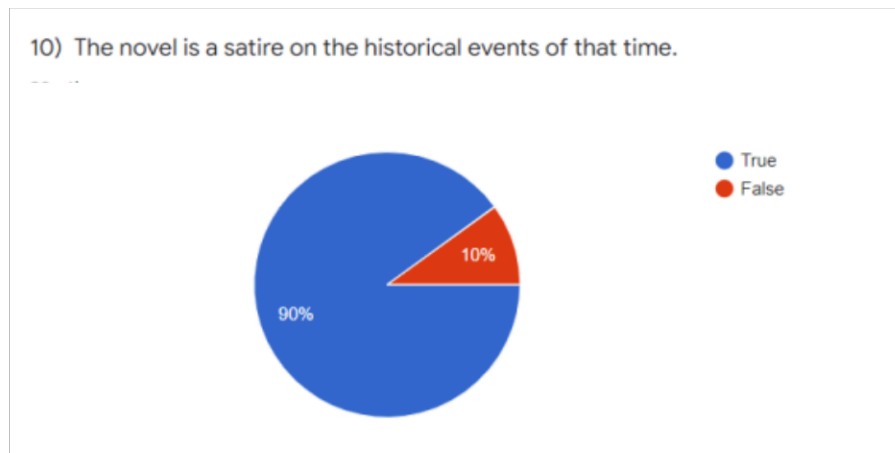
**Figure 8. Information of the eighth question**

Lilliput had an enemy with whom the country had long been at enmity. The students had to determine whether the correct country was written in this statement. 95% answered correctly. The data are shown in figure 9.



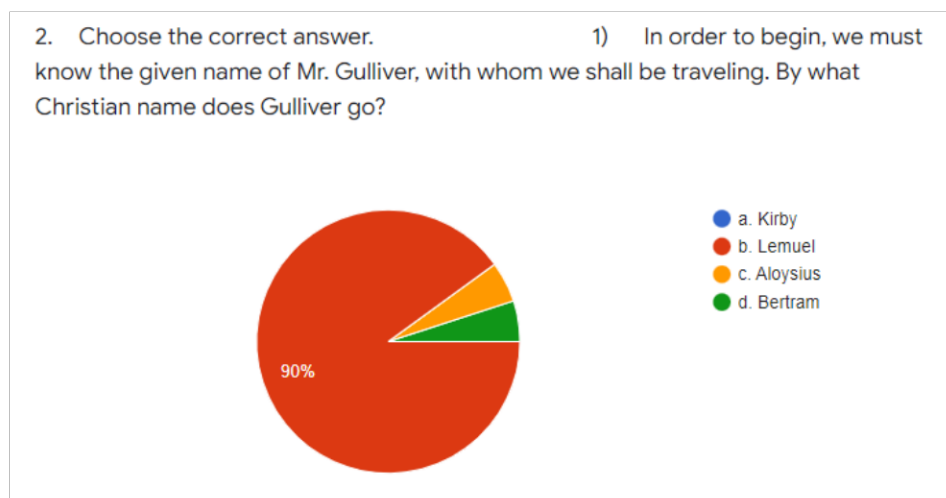
**Figure 9. Information of the ninth question**

The final question of this section was to indicate whether it is true that this work is a satire on the historical events of England. 90% of students chose the right option. The data are shown in figure 10.



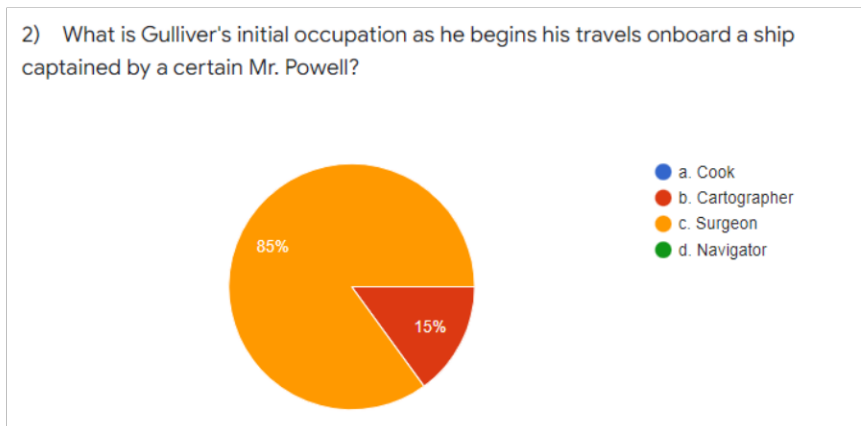
**Figure 10. Information of the tenth question**

The second section sees a series of test questions where only one correct answer had to be chosen. In the first question, you need to choose the right option, namely what is the real name of Gulliver. 90% of students coped with the task. The data are shown in figure 10.



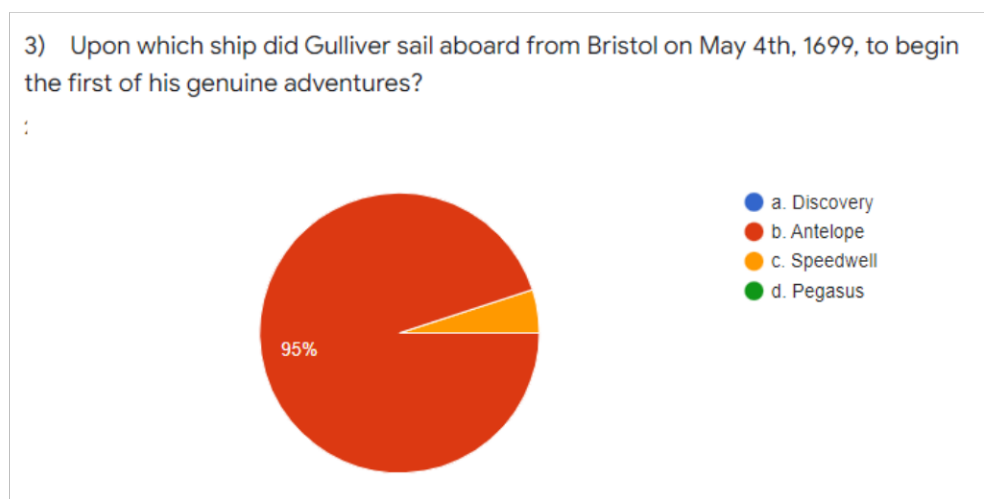
**Figure 11. Information of the eleventh question**

The second question was to choose Gulliver's profession, more precisely who he worked for before he went to the ocean. 85% chose the right option. The data are shown in figure 12.



**Figure 12. Information of the twelfth question**

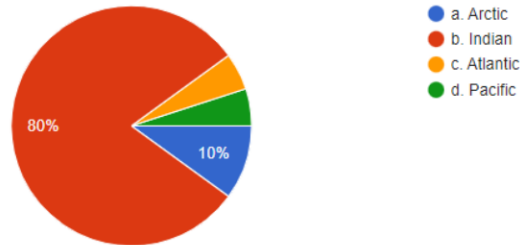
The third question was to choose the name of the ship on which Gulliver sailed. Oral questions were answered correctly by 95%. The data are shown in figure 13.



**Figure 13. Information of the thirteenth question**

The next question caused some misunderstanding among the students. Here it was necessary to choose the ocean where Gulliver sailed. The correct option, the Indian Ocean, was chosen by 80% of students. 10% of respondents chose the Arctic Ocean, and another 10% chose the Atlantic and Pacific. The data are shown in figure 14.

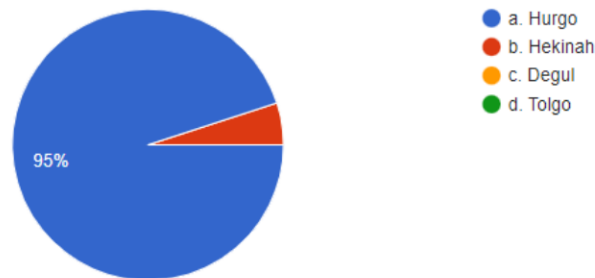
4) Gulliver's ship meets misfortune when it strikes some rocks protruding from the sea. The ship is lost, and Gulliver finds himself aboard a lifeboat with several fellow sailors. After the lifeboat capsizes, Gulliver somehow makes it ashore an island. Later he would find that he has landed on Lilliput, which, according to the map included, appears to be located in which ocean?



**Figure 14. Information of the fourteenth question**

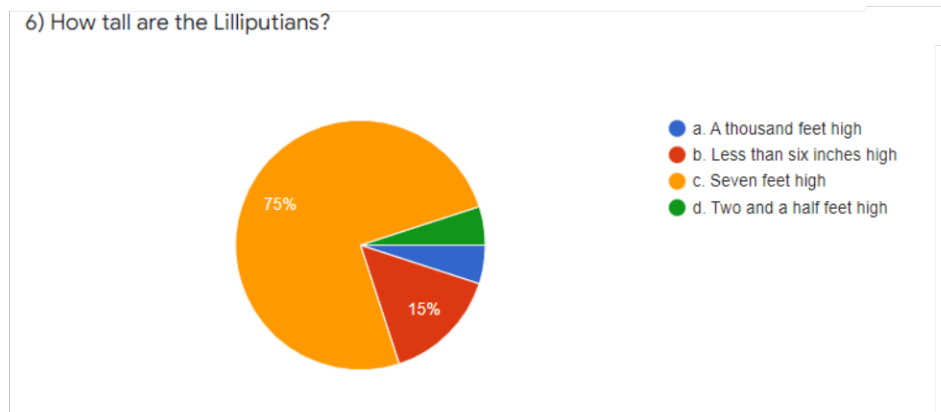
When Gulliver was thrown ashore, he was surrounded by "human creatures less not six inches high." In this matter, it was necessary to choose what title the leader had. 95% of students coped with this task. The data are shown in figure 15.

5) Awakened from his sleep, after having passed out from exhaustion, Gulliver finds himself tied down by many very thin ropes. Surrounding him are numerous tiny 'human creatures not six inches high', as Gulliver observes. The chief among these miniscule folk goes by what title?



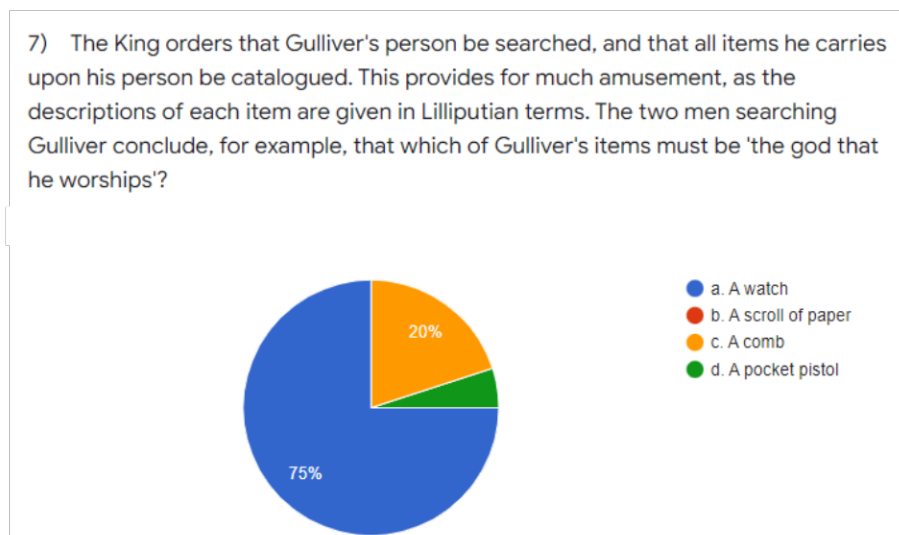
**Figure 15. Information of the fifteenth question**

Since the Lilliputians were much smaller than Gulliver, the next question was to choose the height of the Lilliputians. In this case, 75% of students answered the question correctly. The data are shown in figure 16.



**Figure 16. Information of the sixteenth question**

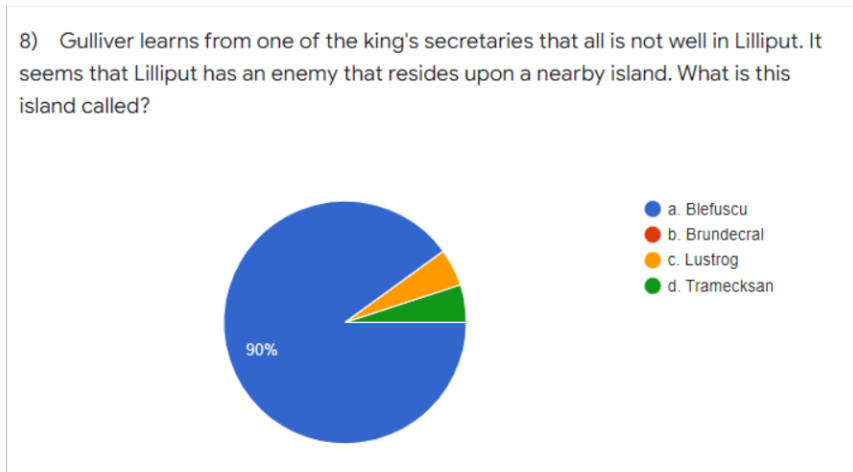
Since the students had to read this text carefully, the next question was for attention. Should the students have determined that according to the Lilliputians, Gulliver's things should be "the god he worships". One third of the students, namely 75% of the students, answered correctly. The data are shown in figure 17.



**Figure 17. Information of the seventeenth question**

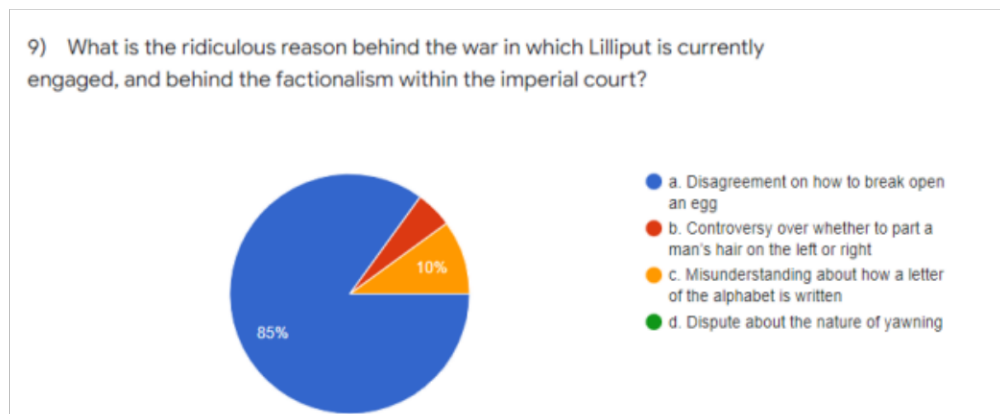
The next question is the key point, so this is what has been mentioned several times in the cartoon and in the text. It is necessary to name which of these islands is the enemy of Lilliput. 90% of students answered correctly. The data are shown in figure 18.





**Figure 18. Information of the eighteenth question**

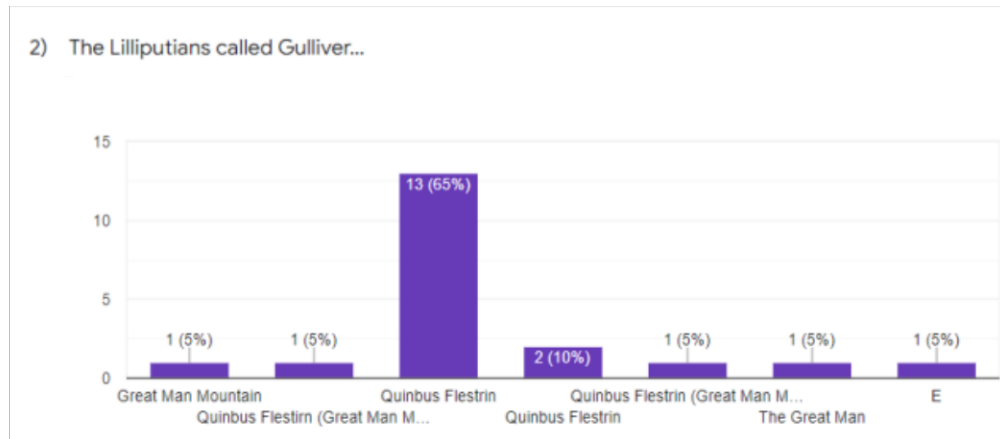
The ninth question of the second chapter shows how well the students understand the text and how carefully they read it, because the work indicated several customs and rules of society. They have strange and funny rules in the war as well. This is the reason to choose in this matter. 85% of students chose the right option, the rest chose the wrong options. The data are shown in figure 19.



**Figure 19. Information of the nineteenth question**

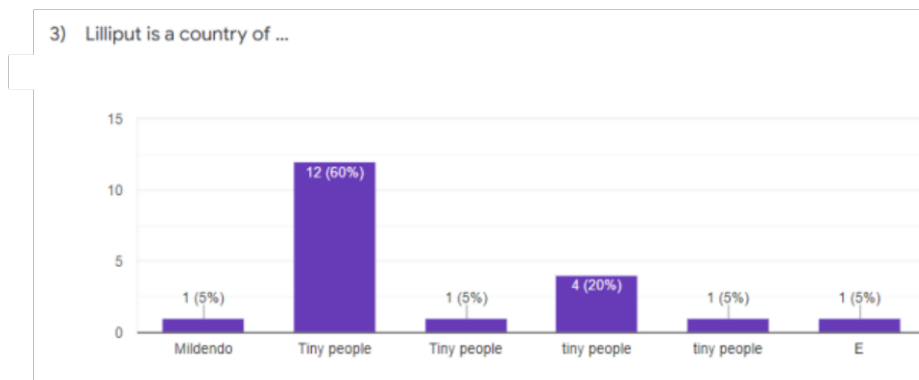
The final question of the second chapter was about the peculiarity of the Lilliputian language. In this regard, we should choose how the Lilliputians called Gulliver. 85% of students gave the correct answer. The data are shown in figure 20.





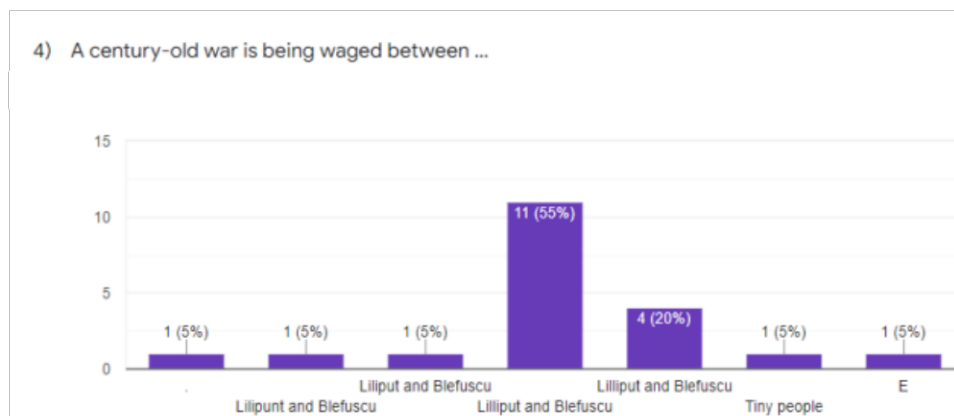
**Figure 22. Information of the twenty-second question**

90% of students coped with the third task. Here they needed to name who are the inhabitants of Lilliput. The data are shown in figure 23.



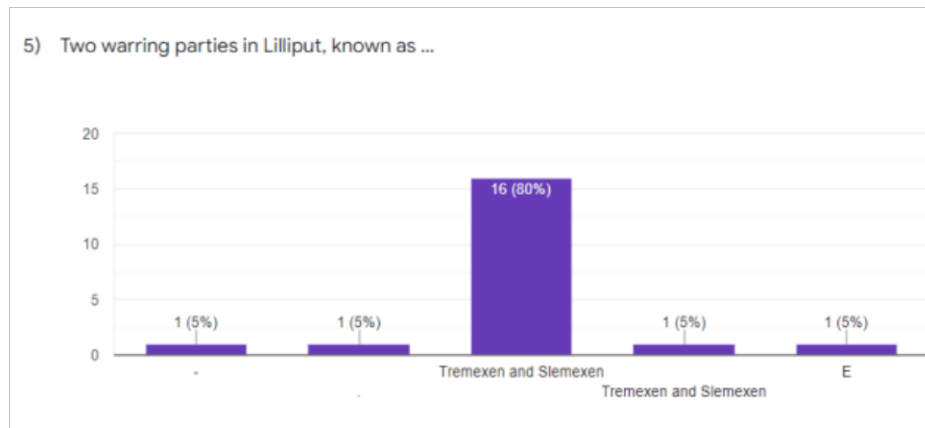
**Figure 23. Information of the twenty-third question**

In the fourth sentence of the third chapter it was necessary to write down between whom the war took place. This was a key stage in the work, so the majority, namely 85% gave the correct answer. The data are shown in figure 24.



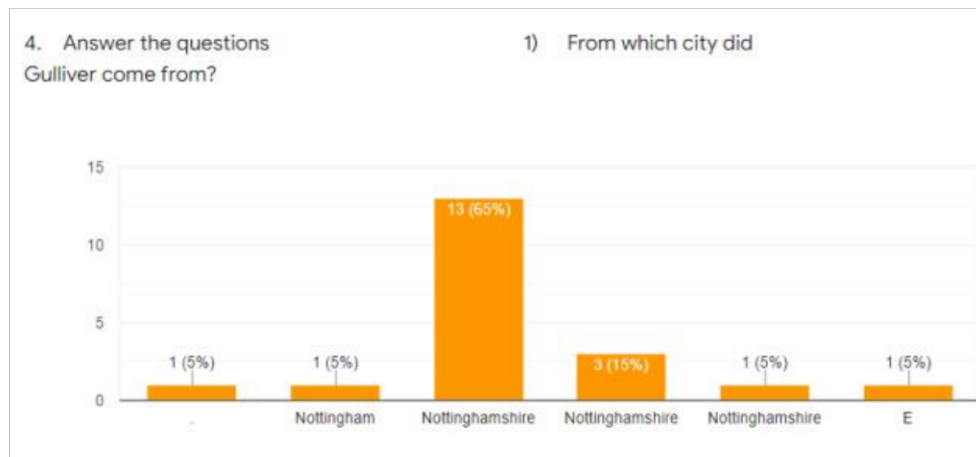
**Figure 24. Information of the twenty-fourth question**

The final fifth question was about political parties. A similar question was in the first section of the tasks. Here 85% of students answered correctly. The data are shown in figure 25.



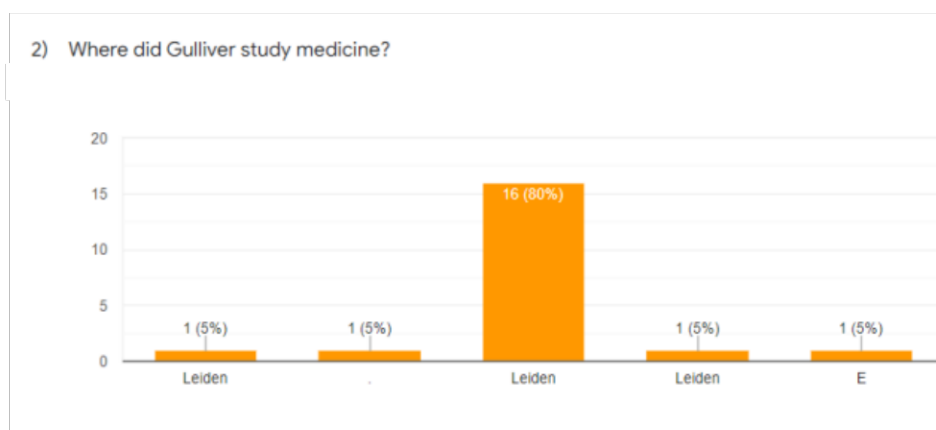
**Figure 25. Information of the twenty-fifth question**

The third section contained 5 open-ended questions to which a short answer had to be given. 85% gave the correct answer to the first question. The data are shown in figure 26.



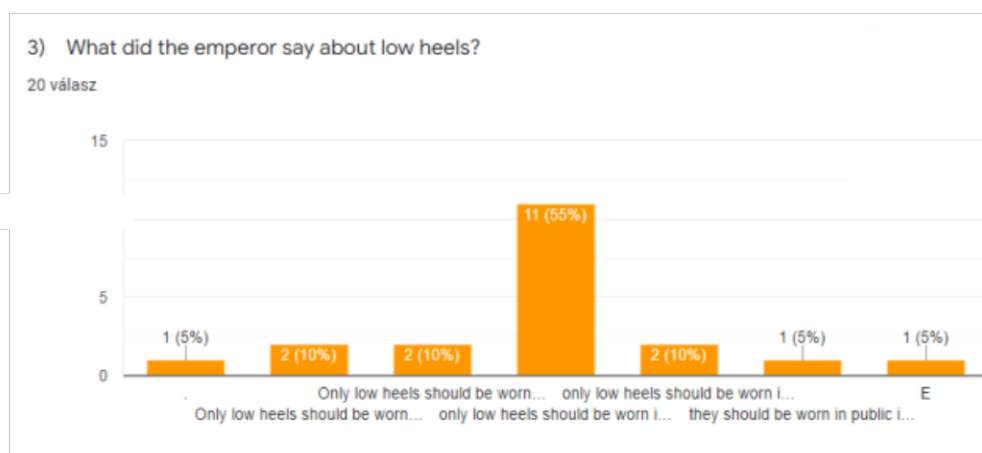
**Figure 26. Information of the twenty-sixth question**

The next question was to indicate where Gulliver studied medicine. The correct answer is Leiden, and that's what 85% of students said. The answer of one student is not taken into account, as the city is written incorrectly. The data are shown in figure 27.



**Figure 27. Information of the twenty-seventh question**

Since the interesting and at the same time strange customs of the country have already been mentioned, in the next question it was necessary to write what exactly the ruler thought about high heels. 90% of students coped with this task. The data are shown in figure 28.



**Figure 28. Information of the twenty-eighth question**

Gulliver's Travels is a satire on historical events in England. Since the entire work "Gulliver's Travels" reflects the life of England, in this text you can find many comparisons with historical events, and not only the 18th century, but the life of today too. Because of this, the fourth question required a record of the war between Lilliput and Blefuscu. 95% of students coped with this task. The data are shown in figure 29.

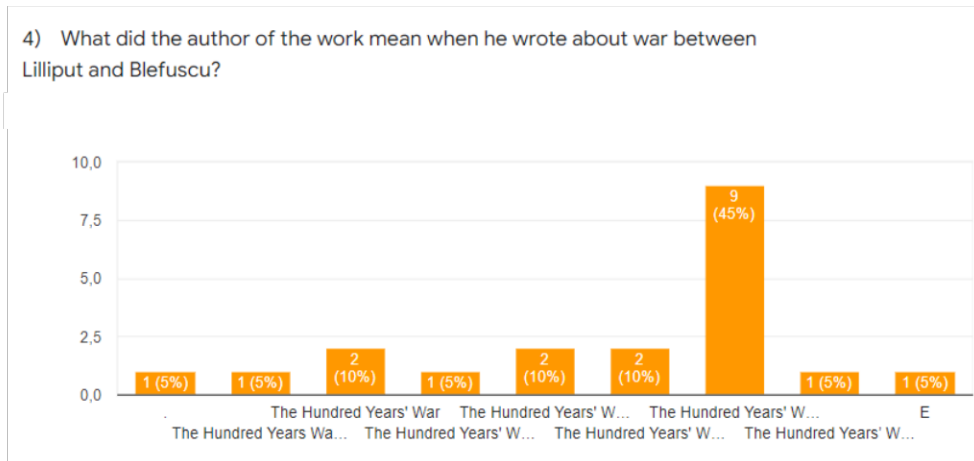


Figure 29. Information of the twenty-ninth question

Students could give a more detailed answer to the fifth question of the fourth chapter. Not every student gave the correct answer - 90% of respondents. The data are shown in figure 30.

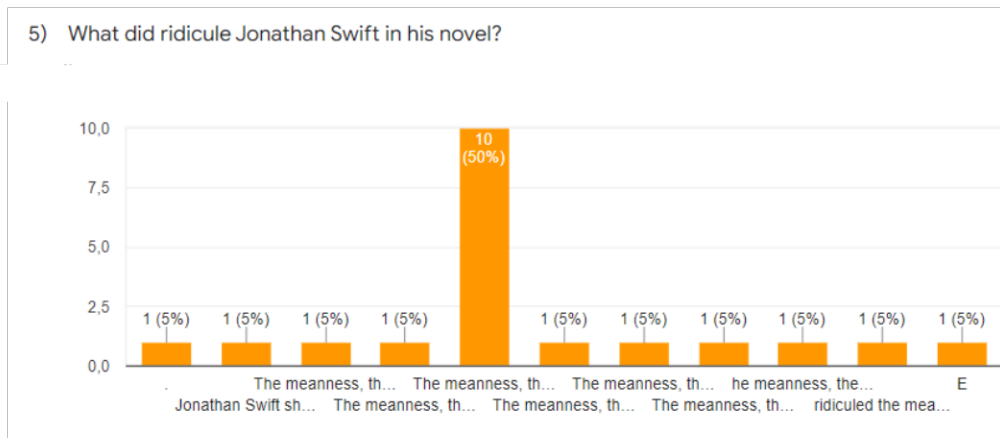


Figure 30. Information of the thirtieth question

The final section and task of the questionnaire was to write a summary of the text, using key points. Most students coped with the task and skillfully used their skills. Examples of students' work will be given below.

“This novel is about Gulliver, whose real name is Lemuel. He worked as a surgeon, but then decided to go on a voyage on the ship "Antelope". The ship crashed and was thrown ashore by Lilliputians - small people. This country was in dispute because people here were divided into two parts - high heels and low heels. In addition, they argued over which end to break the egg.”

“Gulliver's Travels, was written by Jonathan Smith, it is an adventure story (in reality, a misadventure story) involving several voyages of Lemuel Gulliver, a ship's surgeon, who, because of a series of mishaps en route to recognized ports, ends up, instead, on several unknown islands living with people and animals of unusual sizes, behaviors.”

“The story tells us about Gulliver. He was a surgeon. The ship "Antelope" on which he was - crashed. Because of this, he woke up on an island surrounded by small people - Lilliputians. Gulliver was in their country and helped them, as he was very tall compared to them. Lilliput was at war with Blefuscu.”

“It is a man, whose real name was Lemuel, but others called him Gulliver. He was so tall for Lilliputians. He studied medicine in Leiden and became a surgeon. Unfortunately, his ship was crashed and he was thrown to Lilliputians. Firstly, tiny people occupied him, but then they became friends.”

“The novel is written in the third person. The main character is Gulliver, whose real name is Lemuel. He is a native of Nottingham, but he studied medicine in Leiden. The ship Antelope, on which the main character was, was attacked. Gulliver did not remember how he found himself on the shores of Lilliput, but when he woke up he was surrounded by tiny people - Lilliputians. Eventually, they received him very warmly and perceived him as a god, because he could do anything (because of his height). The Lilliputians called him 'Quinbus Flestrin' (it means Great Man Mountain). Gulliver was shown the customs of the country. He was very surprised by this, because for example, to get a job you just need to jump as high as possible. You did not need to have any experience or knowledge to get the position. This description shows a satire on the English king, who was also uneducated. The political system of the Lilliputian country is also described. It turns out that there are two warring parties in Lilliput, known as Tremexen and Slemexen. They are divided into two groups: high and low heels. One more thing is mentioned too. It is a brutal war between the two great empires - Lilliput and Blefuscu: from which side should the eggs be broken. Everything described in Jonathan Swift's work is a satire on historical events that took place in England.”

The students' answers were positive, even without writing great stories, they pointed out the main key moments and events in their works.

### **3.5 Findings and discussions**

Taking into account all the results of the research, it can be concluded that the majority of students, namely 85% of respondents, have mastered words well, are able to use the acquired skills when writing works and listening. During this study, all students showed enthusiasm, they received feedback, they expressed their opinion on conducting lessons in this format. This study also indicated that a better result for students can be obtained by motivating them.

## CONCLUSION

Reading is an extremely important aspect in the development of a student's vocabulary. Since the school teaches both Ukrainian and foreign literature, students are involved in reading. Jonathan Swift's *Gulliver's Travels* was used to write the thesis and study students' comprehension of English texts. Thus, the thesis consists of an introduction, 3 chapters - theoretical part, analysis of the work and research, conclusions, bibliography and appendices.

The work was the result of the philosophical reflections of Jonathan Swift, a humanist educator, and the culmination of his artistic achievements. The parts of *Gulliver's Travels* are connected not only by one character, but also united in a single conceptual information - a satirical reproduction of the reality of England at that time. The philosophical orientation of Jonathan Swift's warning novel is determined by the constant presence in the text of two plans: real-effective and symbolic-allegorical. The work has absorbed the features of several genre canons (fiction, utopia, satire, adventure, philosophical parable, allegory, realistic biography, political pamphlet, etc.), and at the same time is a subtle parody of these genres. Jonathan Swift borrowed the plot-genre basis of the adventure-sea novel. In addition, Jonathan Swift's book opens another genre common in eighteenth-century literature. - philosophical history. *Gulliver's Travels* is, in fact, a series of pamphlets united by one character, and in each of them the author achieves a separate goal. Jonathan Swift creates in the pages of his novel a bizarre grotesque world, in which the reader is presented with images of politicians of the modern author of England, and at the same time in the semantic field of the text depicts humanity in all its ugliness. that people will understand the author's message.

The first part examines the life and career of Jonathan Swift, mostly his philosophical and aesthetic views and socio-political activities of the writer, as well as genre and thematic diversity of works. This section describes the purpose for which the author used satire in his works. A detailed analysis of the use of satire is described in the second part of the thesis.

The second part provides a detailed analysis of *Gulliver's Travels*. Swift used various literary techniques, especially satire, to describe, because he did not accept the enlightenment principle of "entertain to teach", and believed that the reader should not be entertained, but to provoke anger in him, to make him see real life, real self. analysis of refined satire on English politics, this section describes the theme, idea, issues of the work, the apogee of the work as a satirical pathos to man, the description of heroes and the use of satire as a display of hidden shortcomings of a society and stylistic means of satire .The whole novel is permeated with such stylistic devices as irony, grotesque, aphorisms and metaphors.



The third part of the work describes the whole process of research and the results obtained. This section provides examples of student responses. A questionnaire was used to conduct the study, which was used to investigate the level of vocabulary and language proficiency in writing works. The text, which was also presented to the students, and the cartoon that the students watched on the eve of the questionnaire were used to compile the tasks. All research results are presented in the form of diagrams and descriptions to them.

The aim was to analyze Jonathan Swift's *Gulliver's Travels* and to explore the level of English proficiency among 9th graders. All tasks set at the beginning of the work have been completed and covered in detail.

This thesis is an important aspect for the further development and promotion of new teaching methods.

## РЕЗЮМЕ

Читання є вкрай важливим аспектом у розвитку словникового запасу учня. Так як у школі викладають і українську літературу, і зарубіжну, учні залучені до читання. Для написання дипломної роботи та дослідження розуміння учнями текстів на англійській мові було взято твір Джонатана Свіфта «Мандрі Гуллівера». Таким чином, дипломна робота складається зі вступу, 3 розділів – теоретична частина, аналіз твору та дослідження, висновків, списку використаної літератури та додатків.

Робота стала результатом філософських роздумів Джонатана Свіфта - гуманіста-педагога - і кульмінацією його мистецьких досягнень. Частина “Мандрі Гуллівера” пов’язані не лише одним персонажем, але й об’єднані в єдину концептуальну інформацію - сатиричне відтворення дійсності Англії того часу. Філософська спрямованість попереджувального роману Джонатана Свіфта визначається постійною присутністю в тексті двох планів: реально-дієвого та символічно-алегоричного. Твір увібрав риси кількох жанрових канонів (фантастика, утопія, сатира, пригоди, філософська притча, алегорія, реалістична біографія, політична брошура тощо), і водночас є тонкою пародією на ці жанри. Джонатан Свіфт запозичив сюжетно-жанрову основу пригодницько-морського роману. Крім того, книга Джонатана Свіфта відкриває ще один жанр, поширений у літературі XVIII ст. - філософська історія. «Мандрі Гуллівера» - це, по суті, низка памфлетів, об’єднаних одним персонажем, і в кожному з них автор досягає окремої мети. Джонатан Свіфт створює на сторінках свого роману химерний гротескний світ, в якому читачеві представлені образи політиків сучасного автора Англії, і водночас у семантичному полі тексту зображено людство у всій його потворності . що люди зрозуміють повідомлення автора.

В першій частині було розглянуто життєвий та творчий шлях Джонатана Свіфта, здебільшого його філософсько-естетичні погляди та суспільно-політичну діяльність письменника, а також жанрове і тематичне розмаїття творів. В даній частині описано з якою метою автор використовував сатиру в своїх творах. Детальний аналіз використання сатири описано в другій частині дипломної роботи.

Друга частина дає детальний аналіз «Мандрів Гуллівера». Свіфт використовував різні літературні прийоми, особливо сатиру, щоб описати, оскільки він не сприймав просвітницький принцип «розважати, щоб вчити», і вважав, що читача не слід розважати, а викликати в ньому гнів, змушувати його бачити справжнє життя, справжнє себе. Окрім аналізу вишуканої сатири на англійську політику, в даному розділі описано

тему, ідею, проблематику твору, апогей твору як сатиричний пафос на людину, опис героїв та використання сатири як показ скритих недоліків певного суспільства та стилістичні засоби вираження сатири (іронія, гротеск, афоризми, метафори).

Третя частина роботи описує весь процес проведення дослідження та отримані результати. В даному розділі наведені приклади відповідей учнів. Для проведення дослідження використовувалося анкетування, з метою якого було досліджено рівень словникового запасу та рівень володіння мовою під час написання творів. Для складання завдань було використано текст, який також був поданий учням та мультфільм, який учні дивилися напередодні проведення анкетування. Усі результати дослідження зображені у вигляді діаграм та описом до них.

За мету було поставлено проаналізувати твір Джоната Свіфта «Мандрі Гуллівера» та дослідити рівень володіння англійської мови серед учнів 9-го класу. Усі завдання, які були поставлені на початку виконання роботи, виконані та детально висвітлені.

Дана дипломна робота є важливим аспектом для подальшого розвитку та сприянню за діяння нових методик викладання.

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## APPENDIX

*GULLIVER'S TRAVELS*

Gulliver's Travels novel was written by Jonathan Swift. The story is told in the third person and begins with a biography of the protagonist which name is Lemuel, but he was called Gulliver. Gulliver was the son of a small landowner from Nottinghamshire, and from the age of fourteen he attended college. He then studied with a famous surgeon, and studied medicine in the city of Leiden.

After graduation, Gulliver became a ship's surgeon, tried several times to land, but still returned to sea.

One day Gulliver's ship 'Antelope' was sailing on the Indian Ocean and suddenly crashed. Lemuel was the only one who escaped. He reached the shore and fell asleep from exhaustion. When he woke up, Gulliver noticed that he was wrapped in small ropes and surrounded by small soldiers. One of them climbed on Gulliver, but when he shouted, the soldier fled. The chief among these miniscule folk goes by Hurgo. He gave commands. They all said something, but the protagonist did not understand their language, because it was the country of Lilliput.

Lilliput is a country of tiny people. Firstly, The King orders that Gulliver's person be searched, and that all items he carries upon his person be catalogued. This provides for much amusement, as the descriptions of each item are given in Lilliputian terms. The two men searching Gulliver conclude that Gulliver's watch must be a god because 'he seldom did any thing without consulting it', 'he called it his oracle', and he 'said it pointed out the time for every action in his life.'

The Lilliputians call Gulliver by the term 'Quinbus Flestrin' (it means Great Man Mountain) because he was too tall according to him. At first, these unusual people greet him quite kindly, sincerely: they provide housing, pass special laws that establish his communication with the locals so that it is harmonious and safe on both sides, provide him with food. The emperor of Lilliput himself talks to him, and after Gulliver renders him and the whole state a great service (attracts the whole Blefuscu fleet - a neighboring hostile state), he is given the title of backgammon - the highest title in the state. Then Gulliver is introduced to the customs of the country, quite strange. For example, to get a ministerial position, you had to take part in rope dance competitions. The one who jumps the highest gets the highest position of a civil servant. And there is no special knowledge, intelligence, ability to navigate in politics and economics at

all! This is a hint at the English ministers and courtiers who hold these high positions, not corresponding to them at all.

And what is the value of the first person of the state, who calls himself not a king, but an emperor, who calls himself "the delight and horror of the universe", the wisest and strongest in the world (whose height is equal to three fingers). And how many titles he has! It is clear that Swift meant the English King George I, who was on the English throne in 1714-1726.

Gulliver is then introduced to the country's political system: it turns out that there are two warring parties in Lilliput, known as Tremexen and Slemexen, which differ from each other in that supporters of one "are very fond of low heels and the other - high. It is argued that high heels are most in line with the ancient state system of Lilliput, and on this basis there are "the fiercest quarrels" between them, but the emperor ordered that only low heels should be worn in public institutions.

Even more "important" circumstances provoked a brutal war between the two great empires - Lilliput and Blefuscu: from which side should the eggs be broken - from the blunt end or, conversely, from the sharp? It is clear that this is a modern writer England, divided into supporters of the Tories and Whigs, and Swift himself no longer believed in any of them. A century-old war is being waged between Lilliput and Blefuscu. What did the author of the work mean? Of course, the Hundred Years' War between England and France.

Swift's unsurpassed allegories, of course, concerned the time in which the writer himself lived, and the country whose political system had the opportunity to learn from personal experience.

During Swift's lifetime, many powerful nations tried to subjugate small and weak states to seize their lands and wealth and turn their inhabitants into slaves. Therefore, behind Lilliput and Blefusca, which the emperor of Lilliput, after Gulliver dragged the entire fleet of Blefuscuans, planned to turn into his own province and manage it through his governor, we can see the relations between England and Ireland, which still remain unforgivable and painful.

Thus, in his novel *Gulliver's Travels*, Jonathan Swift sharply ridiculed the meanness, the absurdity of the state institutions of England, its laws and customs, its claims to world domination.



Complete the exercises.

**1. Determine whether the statement is true or false.**

- 1) Gulliver studied from the age of 16.
- 2) Gulliver was a teacher.
- 3) The ship, on which the main character was, was attacked.
- 4) When he awoke, he found himself in Lilliput.
- 5) Gulliver was wrapped in ropes.
- 6) Gulliver gets the title of Nardac.
- 7) In Lilliput, there are competitions for obtaining a position: whoever jumps the highest gets the highest position of a civil servant.
- 8) There are three warring parties in Lilliput.
- 9) Lilliput is feuding with Blefusco.
- 10) The novel is a satire on the historical events of that time.

**2. Choose the correct answer.**

- 1) In order to begin, we must know the given name of Mr. Gulliver, with whom we shall be traveling. By what Christian name does Gulliver go?
  - a. Kirby
  - b. Lemuel
  - c. Aloysius
  - d. Bertram
- 2) What is Gulliver's initial occupation as he begins his travels onboard a ship captained by a certain Mr. Powell?
  - a. Cook
  - b. Cartographer
  - c. Surgeon
  - d. Navigator
- 3) Upon which ship did Gulliver sail aboard from Bristol on May 4th, 1699, to begin the first of his genuine adventures?
  - a. Discovery
  - b. Antelope
  - c. Speedwell
  - d. Pegasus
- 4) Gulliver's ship meets misfortune when it strikes some rocks protruding from the sea. The ship is lost, and Gulliver finds himself aboard a lifeboat with several fellow sailors. After

- the lifeboat capsizes, Gulliver somehow makes it ashore an island. Later he would find that he has landed on Lilliput, which, according to the map included, appears to be located in which ocean?
- a. Arctic
  - b. Indian
  - c. Atlantic
  - d. Pacific
- 5) Awakened from his sleep, after having passed out from exhaustion, Gulliver finds himself tied down by many very thin ropes. Surrounding him are numerous tiny 'human creatures not six inches high', as Gulliver observes. The chief among these miniscule folk goes by what title?
- a. Hurgo
  - b. Hekinah
  - c. Degul
  - d. Tolgo
- 6) How tall are the Lilliputians?
- a. A thousand feet high
  - b. Less than six inches high
  - c. Seven feet high
  - d. Two and a half feet high
- 7) The King orders that Gulliver's person be searched, and that all items he carries upon his person be catalogued. This provides for much amusement, as the descriptions of each item are given in Lilliputian terms. The two men searching Gulliver conclude, for example, that which of Gulliver's items must be 'the god that he worships'?
- a. A watch
  - b. A scroll of paper
  - c. A comb
  - d. A pocket pistol
- 8) Gulliver learns from one of the king's secretaries that all is not well in Lilliput. It seems that Lilliput has an enemy that resides upon a nearby island. What is this island called?
- a. Blefuscu
  - b. Brundecral
  - c. Lustrog
  - d. Tramecksan

- 9) What is the ridiculous reason behind the war in which Lilliput is currently engaged, and behind the factionalism within the imperial court?
- Disagreement on how to break open an egg
  - Controversy over whether to part a man's hair on the left or right
  - Misunderstanding about how a letter of the alphabet is written
  - Dispute about the nature of yawning
- 10) The Lilliputians call Gulliver by the term 'Quinbus Flestrin'. What is Gulliver's translation for this Lilliputian term?
- Personage of Extraordinary Bulk
  - Oversized Human Being
  - Great Man Mountain
  - 1,000 Mile-high Person

**3. Finish the sentence.**

- Gulliver's name is ...
- The Lilliputians called Gulliver...
- Lilliput is a country of ...
- A century-old war is being waged between ...
- Two warring parties in Lilliput, known as ...

**4. Answer the questions**

- From which city did Gulliver come from?
- Where did Gulliver study medicine?
- What did the emperor say about low heels?
- What did the author of the work mean when he wrote about war between Lilliput and Blefuscu?
- What did Jonathan Swift ridicule in his novel?

**5. Write a short summary using keywords.**

## NYILATKOZAT

Alulírott, Tuly Alexandra angol szakos hallgató, kijelentem, hogy a dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskolán, a Filológia tanszéken készítettem, angol nyelv és irodalom tanári diploma megszerzése végett.

Kijelentem, hogy a dolgozatot más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.

Beregszász, 2022. június 1.

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Tuly Alexandra