

## **ANALYSIS OF THE STORY “A KING’S LESSON”**

**BY WILLIAM MORRIS**

**Yakubova M., Abduvaliyeva H.**

**Andijan State University**

At present great importance is attached to the studying and teaching of foreign languages. No doubt, it happens not without purpose. Today, the importance of our people’s perfect knowledge of foreign languages can scarcely be exaggerated as our country aspires to win a decent place in the world community, because our people see their great future as an in mutual accord and cooperation with their foreign partners.

It is hard to understand and justify a specialist, especially one holding a high post, who is unable to choose fine and appropriate words to express his idea, concisely and precisely, in his mother tongue. In our recent past, in most cases the Russian language, but not mother tongue, served as mediator in the study of foreign languages. That is why, in particular, until the present, English-Uzbek and Uzbek-English dictionaries had been available.

Nowadays scholars and scientists achieved great success in sphere of literature, but learning the life and literary activity of William Morris and his short story “A King’s Lesson”, finding out difficulties in understanding its meaning and literary analyzing this story is one of the new and important themes of the literature sciences.

“A King’s Lesson” is one the best short stories of William Morris. This story was written in 1886 and it is about the life of king’s time. It is told about a king of Hungary Matthias Corvinus (1443-1490) – the Alfred the Great (a famous Anglo-Saxon king supposed to have done much for the welfare and education of his people) of his time and people.

The main character of the story is King. He is very clever, smart and good leader of the kingdom. In this story, he wanted to know the life of the peasants who

are living and toiling in his kingdom to hear peasants' opinions about their king and lords by himself.

If we speak about any writer's creative work we usually dwell on his style and manner of writing. Here it necessary to speak about the vocabulary specific to his work or works. It is important to study the language, specific words and constructions to William Morris's story.

While reading the story we came across many archaic words and some word expressions that we need their explanation in it and we would like to give their meaning in modern English:

And said to the *carle*

**carle – peasant**

For that the more the *churl hath* the more he *asketh*

**churl – man**

**hath – has**

**asketh – asks**

I think thou *knowest* it already

**knoweth – knows**

But little while they *spake*

**spake – spoke**

So the Council *brake* up with nothing done

**brake – broke**

Thus they rode till they came to some village or *thrope* of peasants folk

**thorpe – small village**

Anyhow there were the peasants, men and woman, boys and young maidens, toiling and *swinking*

**swink – toil**

His lords in like manner followed him, wondering in their hearts *what was toward*

**what was toward – what was going to happen**

“*Yea,*” lords, this is a new game we are playing to-day

**Yea – Yes**

And then *ye* should have seen velvet cloaks cast off

**ye – you**

and whiles the Carle said *yea* and whiles *nay*

**nay – no**

worth a hundred florins *the Bremen ell*

**the Bremen ell – an ell is a measure of length, originally from tip of fingers to the elbow.** There were different ells in medieval Europe, measuring from 40 cm. to 1 m.

Unto him the King with no smile on his face gave the job of *toing and froing* up and down the hill

**toing and froing – going to end fro, the adverbial phrase *to and fro* modified according to the gerund formation patter.**

For you must know that the King's father, John Huyad, one of the great warriors of the world, the Hammer of the Turks, *was not gotten in wedlock*, though he were a king's son

**was not gotten in wedlock – was an illegitimate son;**

**gotten – begot**

Is *aught* wrong, captain?

**aught – anything**

I see what *thou* wouldst be at

**thou – you**

and there *comes*, as it were, a cloud of thought over his face

**comes – came**

now for you, I *wot* not how *ye* shall sleep nor where

**wot – know**

He *hath* so many a Turk before him

**many a Turk before him – meaning that the King had to fight the Turks**

Shall I *smite* the man, O King?

**smite – strike**

This then is *thy* sermon

### **thy – your**

save by those who *head* and hang *the setters forth* of new things that are good for the world

### **head – behead**

### **the setter forth – the bearers (speakers)**

And we have met some sentences which are made up not according the word order of English language.

*For example:*

In the cool of the evening home rode the King and his lords.

According the rule it would be

In the cool of the evening the King and his lords rode home.

William Morris used so many stylistic devices like repetition and many complex sentences in this story.

*For example:*

Anyhow there were the peasants, men and woman, boys and young maidens, toiling and swinking; some hoeing between the vine-rows, some bearing baskets of dung up the steep slopes, some in one way, some in another, labouring for the fruit they should never eat, and the wine they should never drink.

The writer used the third person method, in which narrator stands apart from the characters and describes the action. The story “A King’s Lesson” was written in English, but there are many archaic words in communication of characters. That is why it may be difficult to understand for nowadays students, but it is understandable if they read very attentively. By the title of the story, we can guess what about it is. By the word “lesson”, we understand that it is a teaching or learning process. Therefore, this story has the importance in bringing up the present youth.

### **References**

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