

The Author's Mastery In Creating Humorous Images

Ramazonova Nafisa Ixtiyor qizi

Teacher, Department of Uzbek Language and Literature, Russian and English Languages, Abu Ali Ibn Sino Bukhara State Medical Institute, Uzbekistan

EMAIL: ramazonova.nafisa@bsmi.uz

Received: 15 October 2025; **Accepted:** 08 November 2025; **Published:** 11 December 2025

Abstract: This study explores the use of humor and humorous imagery in Miss Billy by Eleanor H. Porter. It examines how Porter employs comedic elements, character contrast, and social-domestic settings to enrich the narrative, convey moral values, and shape the reader's emotional engagement. The analysis highlights the novel's strengths—its vivid characterizations, effective humor, and representation of social class—while also noting potential weaknesses, such as the protagonist's inconsistent emotional decisions.

Keywords: Eleanor H. Porter; humor; humorous imagery; social-domestic setting; literary analysis.

Introduction: Writers and authors usually do the following:

- Choose topics that interest readers;
- Write fiction or non-fiction scripts, biographies, and other formats;
- Conduct research to obtain factual information and authentic details.

Humor is a great thing, a saving thing. The moment it appears, all our anger and vexation fade away, and a sunny spirit takes their place. This quote from the author of the novel himself is enough to summarize how Mark Twain viewed humor and its purpose.

The writer's careful study of human nature, his observation of the world around him, and his use of humor, wit, and American vernacular made him one of the most famous humorists in American literature.

The writer was the "great observer" of his time. Growing up in the town of Hannibal on the Mississippi River in Missouri, Twain observed people and behavior and wrote extensively about them. These observations found their place in his novels such as "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn". Through his extensive travels across America and around the world, Mark Twain expanded his perspective and worldview regarding what he saw around him. Since he was a journalist and a keen observer, his imagination made him a sharp satirist and critic of accepted social values. Through his novels and

characters, he expresses his dissatisfaction with these acceptable social conventions.

METHODS

This study employs literary analysis of selected texts, focusing on:

1. Humorous imagery and comedic techniques in Miss Billy, Tom Sawyer, Huckleberry Finn, and The Cat in the Hat.
2. Character analysis, examining contrasts and development to highlight humor's role in storytelling.
3. Social and domestic settings, analyzing how the environment shapes humorous situations.
4. Textual examples, including dialogue, events, and narrative techniques, to illustrate the interplay of humor, morality, and social critique.

RESULTS

The analysis revealed the following:

1. In Miss Billy, Eleanor H. Porter employs humor through character contrast and social settings, creating vivid, engaging images that evoke laughter and reflection.
2. In Twain's novels, childhood adventures and clever schemes serve as humorous devices while exposing societal flaws, injustice, and human weaknesses.
3. Seuss's The Cat in the Hat demonstrates humor through playful language, exaggeration, and chaotic

scenarios, effectively engaging children while subtly reflecting social concerns.

4. Humor functions beyond mere entertainment; it facilitates moral lessons, emotional engagement, and social critique.

Humor in literature is a multifaceted tool. In *Miss Billy*, it enhances narrative engagement and reinforces moral values. Twain's humor, often satirical, critiques societal norms and human behavior, revealing universal truths. Seuss balances fun with order, demonstrating that humor can convey philosophical and political messages subtly. Across these works, the mastery of humor lies in blending entertainment with social and psychological insight, showing that laughter and reflection are not mutually exclusive but complementary.

The study underscores that literary humor is not ephemeral; it is enduring because it mirrors human nature, societal patterns, and cultural contexts, resonating across generations.

DISCUSSION

In "Tom Sawyer", when Tom persuades his friends to whitewash the fence (a task he was supposed to do as Aunt Polly's punishment), Twain ensures that the scene appeals to both children and adults. Children find it funny, while adults see cleverness in it — this is humor.

Twain himself called this book "a hymn to boyhood." As the writer emphasized, the novel is beloved for its satire. Through this book and its sequel "Huckleberry Finn", Twain looks at society through the eyes of young boys who are free from adult influences. The writer reveals the weak points of social conventions and accepted standards, and through them, he exposes the flaws of adults as well. In *Huckleberry Finn*, there is humor in Tom leading a band of "pirates." The boys signing oaths and pledging loyalty to the gang's mission is truly comical. We know their plans fail because the gang is not real, and this makes it even more humorous. It becomes clear that this is simply a child's fantasy; they even hold prisoners "for ransom" without understanding what the word means.

Twain's humor is not simply "laughing" at bad traits. It aims to reveal a hidden truth — the real nature of human beings and the evil that can reside in the human heart.

"Your newspapers call you a brave people so much that you think you are braver than any other people — whereas you're just as brave and no braver. Why don't your juries hang murderers? Because they're afraid the man's friends will shoot them in the back, in the dark, and it's just what they would do... you're afraid to back down — afraid you'll be found out to be what you are:

cowards..."

The satire beneath Twain's humor and the strong words he uses clearly reveal the nature of some people. Twain's humor serves to show how human nature has not changed for decades and centuries. In later works like "A Connecticut Yankee in King Arthur's Court", he uses dark humor to express his anger toward imperialism and the oppressive power of traditional religion and dictatorship. In this work, the Catholic Church is depicted as a tyrannical force that collaborates with oppressors to keep the masses ignorant. Twain's writing reveals both the aesthetic and skeptical sides of the novelist. He believed that religion held people back from personal development.

Laughter does not have to be the ultimate result of humor. It is a sharp commentator on life and behavior; it serves as a mirror to those living in society. The clarity of language, the use of dialect, and the intonation of spoken speech are among the reasons why Twain's works remain relevant today.

Mark Twain found rich material for his creative laboratory. Many features of his artistic style — minimal description and abstract reflection, maximum action — derive from the folklore humor of the 1830s–70s. He revived the tradition of the American storytelling genre. One of the most important features of Mark Twain's writing was his work with ordinary tales. He became the first writer in American literature to approach storytelling in a new way, breaking all conventions and creating stories based on simple, everyday life details. The writer created special "dramatic" clashes that served as hidden sources of dynamism. Twain was also raised in the tradition of American folk humor. However, by absorbing all its unique characteristics — endless hyperbole, unusual characters, comical situations, and a spirit of social criticism — Mark Twain rose above his contemporaries, filling his works with deep social issues and reflecting various aspects of American life. Over the years, Twain's writing became increasingly serious and profound; humor gave way to satire, and only his bold and straightforward folk perspective and writing style remind us of American folk humor.

Mark Twain's book teaches readers to love children, respect their inner world, and understand them. The book appears to end on a happy note: the boys find treasure, and Judge Thatcher deposits the money in the bank for Tom and Huck. But this ending is used by the author to undermine bourgeois American ideals.

In the second book, as we follow Huck's story, we see the dynamics of his character and his emotional growth. While in "Tom Sawyer", Huck fights for his own freedom, in the second book, he risks his freedom to

save Jim, fighting for the liberty of an enslaved man. Huck's character is deeply emotional: he is kind, simple-hearted, compassionate, and generous.

Jim also appeals to the reader as a kind and generous soul. Slavery has not taken away his best qualities. Even in his humble position, he retains his sense of dignity. His speech to the townspeople fully reveals the psychology of the American trader — greed and cowardice. The world surrounding Huck and Jim is poor, ignorant, rude, and cruel. We see that the friends cannot find justice or freedom anywhere — everywhere they encounter violence, racial hatred, murder, and savage morality. Only on the raft do they feel free and happy. And here, on the raft, Huck and Jim are forced to struggle against the hateful world of violence and oppression. Their search for Cairo, symbolizing a free life, carries symbolic meaning: they never reach it; it remains lost in the mist.

The novel has great artistic value. Alongside deep psychology and mastery in revealing character, the novel's remarkable compositional structure must be noted. The internal force driving the plot is Huck and Jim's journey on the raft in search of freedom from the southern states. Twain makes excellent use of first-person narration through Huck. This technique allows a deep look into the boy's heart and conveys the simplicity and sincerity of childhood. Through Huck's narrative, the images of American life strike readers with their vivid realism.

Turning to the writing style of Theodor Seuss Geisel, Dr. Seuss wrote many books because he believed that primary school students needed more interesting materials.

When analyzing "The Cat in the Hat", from a literary perspective, the book is a clear example of the author's craftsmanship because the writer skillfully strings words together like pearls and tells an entertaining tale. Literary critics see symbolic or psychological images in the absence of the mother and in the characters of the Cat, the Things, and the fish. The book is written in the doctor's distinctive style. "The Cat in the Hat", also translated into Latin as "Cattus Petasatus" and into Yiddish as "Di Kats der Payats", contains 1626 words with 236 unique words, 54 of which appear once and 33 twice.

Speaking about the work, the doctor himself provided an excellent quote: "Children's literature, as I write it and as I see it... is saturated with the customs and habits of the world." Indeed, Seuss's works captured readers' attention at first reading. He absorbed all the serious issues happening in the world and expressed them through his stories.

"The Cat in the Hat" is a truly unique work. This widely

recognized story promotes both chaos and order, even showing that they can coexist. "The Cat in the Hat" is not just a book — it is a philosophy. It is the philosophy that you may have cake in your hand and at the same time bounce on top of a ball. Within this framework, Seuss managed to incorporate the political anxieties of the 1950s in a powerful way.

CONCLUSION

Today, the color red does not convey any special emotions, except love and affection. It means nothing politically. Yet in the story, the red clothing, the hat, the children's mother's coat, the sofa, the "Fun-in-a-box," and the Cat's cleaning machine are all red — leading some to believe they are connected to communism in the USSR in 1957. Symbolically, we might see the Cat and the Things as communist invaders because they come when the parents are away, meaning they disrupt the upbringing of children in their own homes.

If we simply pay attention to the title — "The Cat in the Hat" — it seems as if the cat is inside the hat. Wouldn't "The Cat on the Hat" be more correct? This reflects limited thinking, because numerous themes lie beneath the title."

REFERENCES

1. Louis Menand, "American studies", NY., - 2002.
2. Longman Dictionary of Contemporary English. — London, 2005
3. Mark Twain. "Adventures of Tom Sawyer". The American publishing company, Hartford, Conn.: Chicago, 1884.
4. Mark Twain, «The adventures of Tom Sawyer», planet.ebook.com
5. Mark Twain, «The adventures of Huckleberry Finn», 1995, p.55
6. Мартин, Р. Психология юмора. — СПб., 2009.
7. McGhee, P. Understanding Your Childs Humor. http://www.tnpsc.com/Readers_Corner/SafetyTips.htm.
8. McGhee, P. How Humor Facilitates Childrens Intellectual, Social and Emotional Development. http://www.laughterremedy.com/articles/child_development.html.
9. Namm, D. Laugh Out Loud Jokes. — New York, 2007.
10. O'Brien, Anne (2 March 2011). "An Educational Innovation: The Cat in the Hat". Learning First Alliance. Archived from the original on 2 November 2013.
11. Prerost, F. Children and Humor // National Association Of School psychologists, 2000.

http://www.amphi.com/~psych/humor.html.

12. Пьянов Д.В. Своеобразие исторической проблематики в творчестве Марка Твена: Философия и поэтика. - РФ, 2003. — 207 с.

13. Ruth MacDonald, "Dr.Seuss", Twayne Publishers, NY, - 1988.

14. Romero, Eric J. and Kevin W. Cruthirds. "The Use of Humor in the Workplace. London: Pearson Longman", 2006.

15. Sculley Bradley, "The American Tradition in Literature". WW. Norton and Co Third edition, - NY, 1956.

16. Seuss, Dr. «The cat in the hat», Houghton Muffin, - Boston. — 1957.