



ANALYSIS OF CHILDREN'S LITERATURE IN ENGLISH AND UZBEK LITERATURE

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Abstract: Children's literature plays a crucial role in the development of young minds, serving as a medium for imparting values, knowledge, and imagination. The analysis of children's literature in different cultures provides insights into the moral, social, and emotional landscapes that shape children's understanding of the world. This study aims to compare and contrast children's literature in English and Uzbek literature, focusing on the themes, narrative styles, cultural representations, and pedagogical implications. By examining both literary traditions, this research seeks to highlight the unique characteristics and commonalities, contributing to the understanding of how cultural contexts influence children's reading experiences.

Key words: common features, artistic expressions, orphan hood, artistic pathos, didactic literature, spiritual development, psychology of teenagers, young adult literature, plot, aesthetic culture, literary works, childhood.

Introduction

The development of world children's literature was greatly influenced by European Renaissance literature. It is known that the tradition of creating modern works by referring to the past and oral creativity of people has been leading since that time. Some similarities



can be noticed between modern and oldest literary works, such as myths, legends, and fairy tales. Myths serve as a special source for the development of human intelligence. In particular, it is no coincidence that the oldest fairy tales describe various folk ceremonies, traditions, and tribal customs. It can also be observed that the plot of some fairy tales goes back to the oldest myths. It is emphasized that this aspect can be observed in the factors of the emergence of literature of all nations, including Uzbek children's literature. First and foremost, the common features of English and Uzbek children's literature are revealed by studying in connection with such ancient sources. “An academician N.I.Konrad noted that the oldest sources served as a foundation for the emergence of modern literature. For example, children's literature became an independent branch of "adult" literature in Europe in the XVIIIth century due to the emergence of collections of literary and folk tales. Secondly, in all countries, children’s literature first appeared as didactic literature, and later, with its unique aspects, it began to evolve in literature. To illustrate, editions of English children's literature started to be printed during the reign of Queen Elizabeth in England. It was clear that providing good education for children and inculcating ethical and aesthetic culture in children's minds were the significant intentions of the government of that time. Most of these books had been translated from Latin into English”¹.

Methods

The methodology employed in this study includes qualitative content analysis and comparative literary analysis. It is considered that this aspect has been established in its way in Uzbek children's literature. By the traditions of didactic literature in the Middle Ages, Kaykovus' "Qabusnoma", Yusuf Khos Hajib's "Kutadgu Bilig", Ahmed Yugnaki's "Hibatul-haqayiq", Farididdin Attar's "Ilohiynoma", Sa'diy Shirozi's "Gulistan", Sayfi Saroi's "Guliston bit-turkiy"., "Baharistan" by Abdurrahman Jami, "Mahbub ul-Qulub" by Alisher Navoi, "Akhlaqi Muhsini" by Husayn Vaiz Koshifi, etc. Ahmed Yassavi's wisdom, Attar's "Pandnoma" and Sa'di Shirazy's "Buston", Jami and Navoi's "Chil Hadis",

¹ Volosova T.D., Hecker M.J., Rogoff V.V. English Literature. Moscow: Prosvesheniye, 1974. P- 16



"Arba'in" (poetic hadis) have received high recognition as didactic poetry, and they had contributed to Uzbek children's reading.

Books were selected based on their relevance to children's developmental needs, thematic depth, and cultural significance. The analysis focused on identifying recurrent themes, narrative styles, character development, and illustrations, alongside the cultural and educational contexts in which the literature exists. Reviews, academic articles, and educational materials related to children's literature were collected to support the analysis and provide a broader context.

Results

“The thematic exploration of children's literature in both English and Uzbek contexts reveals both shared and distinctive values. In English Literature dominant themes include friendship, courage, adventure, and the importance of belonging. For example, in “Oliver Twist” the themes of intelligence, empowerment, and the triumph of good over evil resonate clearly, promoting a message of resilience and the importance of education”². In Uzbek children's literature, themes often revolve around family values, national identity, and folklore. For instance, works like “Good-bye Childhood” focus on moral lessons related to honesty, bravery, and respect for elders, reflecting the rich cultural heritage and values that are crucial in Uzbek society.

“The storytelling techniques and narrative styles present in these two literary spheres illustrate varied approaches to engaging children. English children's literature often employs a whimsical and imaginative narrative style, characterized by playful language and vivid imagery. Stories frequently include fantastical elements and humor, making them accessible and engaging for children. In contrast, Uzbek children's stories often utilize a straightforward narrative style with a strong moralistic undertone, employing direct lessons intertwined with cultural teachings. The use of proverbs and

² Ellis A. How to Find out About Children's Literature. 3 ed. - Oxford; N. Y. etc., 1973. P-32



traditional folktales within these narratives reinforces cultural identity and educational principles”³.

Cultural elements are deeply embedded within children’s literature, shaping how children perceive themselves and their society. English children’s literature frequently explores diverse cultures, gender equality, and environmental awareness, catering to modern societal values. The inclusion of multicultural characters fosters a sense of global citizenship among young readers. Uzbek literature places a strong emphasis on national folklore, traditional customs, and historical narratives that cultivate a sense of pride in cultural heritage. Stories often reflect societal norms and expectations, guiding children in understanding their roles within the family and community.

Both English and Uzbek children's literature serve as significant educational tools, but their pedagogical implications differ based on cultural contexts. The playful and diverse nature of English children’s books encourages creativity, critical thinking, and emotional intelligence. These books are often integrated into school curricula to enhance literacy through engaging storytelling approaches. In Uzbek contexts, literature serves as a vehicle for moral education and cultural transmission, often used to teach traditional values alongside basic literacy. Educational strategies emphasize storytelling as a method for community bonding, instilling a sense of cultural continuity.

“According to the age of the reader, the following three main reading periods are categorized:

- 1) Readers of preschool schools: from ages 1.5-2 to 6-7;
- 2) Readers of primary schools: from ages 7 to 11-12;
- 3) Readers of junior schools: from ages 13 to 16-17.

These three main categories are included in children's literature. It is worth noting that, even if the term "teenage literature" does not exist in Uzbek literature, "Qobusnoma" (Kaykovus), "Hayrat ul-abror", "Mahbub ul-qulub" (Navoiy), "O'tkan kunlar", "Mehrobdan chayon" (A. Qadiri), "Starry Nights", "Avlodlar Dovani" (P. Kadirov), "

³ Husanbayeva Q., Niyozmetova R. Methodology of teaching literature. - Tashkent, 2018. P- 22



Dunyoning ishlari" (U. Hoshimov), "Shaytanat" (T. Malik) are mostly popular works among teenagers. These literary works were written for teenagers, "The Boy with Five Children", "The Golden Head of the Avenger", "Sad Eyes" (Kh. Tukhtaboyev) and "Goodbye Childhood" (T. Malik) are samples of general literature. It can be observed different and similar national spiritual world of protagonists in the novels “Oliver Twist” and “Good-bye Childhood”⁴:

№	Nationalism in the psychology of Oliver Twist	Nationalism in the psychology of Qamariddin	General Features
1	As a result of the exploitation of workhouse children: The ferocity of famine	Shooting his stepfather, but not shooting his mother	sadness
2	desolate and deserted	Orphans making up different stories about their parents' return to the orphanage house	orphanhood
3	hungry and destitute	being sad because of not having a protector; he immersed in the world of theft	loneliness
4	in the shelter of thieves: tremulous voice	Robbing people	lack of will
5	sorrow and grief	desperate	sad
6	gentle, attached, affectionate creature	being a protector of young teenage boys and providing them with money, respecting them	humanism
7	gentle, courteous	rude	kind-hearted
8	happy thoughts	the desire to get a higher education (being a student and "driving the car of Volga")	The desire to achieve happiness and bliss

⁴ Safarov O., Barakayev R., Jamilova B. Bolalar adabiyoti. – Buxoro: Durdona, 2019. – 420 b.



The table above compares the characters of Qamariddin in Tahir Malik’s “Goodbye Childhood” and Oliver Twist in Charles Dickens’s novel “Oliver Twist”. Both of these heroes have unique traits that indicate that the protagonists are different teenagers. Qamariddin grew up in misery from a young age, and Oliver Twist is known for his cheerful and kind qualities. “Oliver always dreamed of having his own family. “Qamariddin did not like to serve anyone. He wanted to run his own independent business.” However, there are some similar aspects which generalize these heroes. Therefore they were raised in an orphanage and had a desire for a happy and prosperous future”⁵.

Discussion

The analysis of children's literature in English and Uzbek serves as a window into understanding how literature functions within different cultural frameworks. While both literary traditions aim to educate and entertain, the thematic and stylistic differences reflect broader cultural values and societal norms.

This comparative analysis underscores the importance of recognizing children's literature not merely as texts but as cultural artifacts that shape identity and moral understanding in children. By fostering an appreciation for both English and Uzbek literature, educators and parents can help children navigate their cultural landscapes while also embracing a global perspective.

Conclusion

Children's literature in English and Uzbek offers unique insights into the values and teachings pertinent to their societies. The themes, narrative styles, and cultural representations found in these literary traditions illustrate the diverse ways in which literature can influence a child’s development. The pedagogical implications highlight the importance of integrating literature into educational practices to nurture well-rounded, culturally aware individuals. Future research could expand this comparative study to

⁵ Safarov O., Barakayev R., Jamilova B. Bolalar adabiyoti. – Buxoro: Durdona, 2019. – 421 b.



include a broader range of literary works and cultural contexts, further enriching the understanding of children's literature across the globe.

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