

## CHILDREN'S LITERATURE AND FEATURES OF ITS TRANSLATION

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**ABSTRACT:** Children's literature is one of the branches of general literature. It has its own specificity. Children's literature is a separate layer of fiction, it is intended for a special group of readers – for children. Therefore, translation of this literature has its own peculiarities. In this article functions, features of children's literature and peculiarities of its translation are discussed.

## INTRODUCTION

Children's literature differs from adult literature. To understand what children's literature is, you need to understand how it differs from other sections of general literature. Since children of different ages differ significantly from each other in behavior and perception of the world, this also affects the categories that stand out in children's literature. Furthermore, works for children have different functions (educational, hedonistic and rhetorical). All of this is reflected in the texts of children's literature and affects their translation, setting special tasks for the translator.

"Children's literature is a world of fiction about what and who is a child, what is his microcosm and what is his macrocosm, etc. everything around him "[1;45]. Children's literature is one of the branches of general literature. However, the criteria for isolating children's literature have not yet been unambiguously established. I.N.Arzamastseva singles out the category of the child-reader as such the most objective criterion. The image of the child-reader present in the text makes it possible to determine the reader's addressing of a particular work [1; 49]. One of the features of children's literature is the specificity of the dialogue between the writer and the reader, which is due to the difference in the levels of their ethical and aesthetic perception. When a writer creates a work for children, he mentally imagines their development, their interests. If the image of the child-reader is not traced in the text, then this text is considered "adult", regardless of the

writer's intention. In turn, the child-reader can be present in the text both explicitly - in the form of a character, and veiled - only in the speech of the author, in the form of addresses.

### **Main part**

In the scientific classification, there are three types of works of children's literature:

- a) works directly addressed to children (for example, K. Chukovsky's fairy tales);
- b) works created for adults, but found a response among children ("Robinson Crusoe" by D. Defoe);
- c) works composed by children ("Eragon" by K. Paolini).

Moreover, children's literature can also be classified by gender and genre. However, with such a classification, one should not forget about the transformation of conventional genres when they fall into the sphere of children's literature. So, for example, under the influence of a fairy tale on the usual genre system, various genre modifications occur, such as a fairy tale story, a fairy tale poem, etc. The preferences of young readers leave their mark on the genre system of children's literature. Children cannot come to terms with the thought of a disharmonious world, so they need a happy ending, because good always triumphs over evil. Also, little readers demand truthfulness from the writer, even in the most fantastic works they need believable details. For children, it is also important "the author's positive attitude to the world of childhood", which is reflected in the selection of characters that are interesting to children and their depiction[2; 78].

Thus, the system of genres of children's literature is determined not only by the intentions of the writers, but also by the interests of the readers - children.

During this period of a child's life, it is very important to form the correct attitude to educational activities, to foster a thirst for knowledge. Only an interest in the new knowledge acquired at school, in the process of cognition itself, is able to ensure sustainable successful learning. It is necessary to teach the child to reflect on himself, to compare the current self and the former self. According to the famous psychologist Mukhina: "If a child receives satisfaction from reflection on his ascent to more perfect methods of learning activity, to self-development, then this means that he is psychologically immersed in learning activity." [2; 51]

Children literature has its own specificity, this specificity is very clearly expressed in the functions of children's literature, which is due to a special readership. Undoubtedly, educational and educational functions are singled out as the most significant functions of children's literature.

The main goal of children literature is to give a decent education, to prepare for future adult life. Also, children's literature carries an aesthetic function, it educates and develops a sense of beauty in the child.

In addition, the hedonic function is an equally important function. Reading should be fun for a child. If a child reads under duress, then he will develop an aversion to reading for many years. Moreover, in preschool and primary school age, children are not yet able to keep their attention on things that are not interesting to them, therefore, reading that does not bring joy to the child cannot be beneficial.

### **Discussion**

We should not underestimate the importance of foreign literature in the development of a child's personality. Along with Uzbek literature, foreign literature forms morality in a child, a sense of beauty, in addition, it broadens the child's horizons. Thanks to the works of foreign authors, children learn more about other countries and cultures, about the world around them.

If there wasn't work of translators from different countries of the world, Alisher Navai would have been known only in Central Asia, and William Shakespeare - only in England, Goethe's works would have been accessible only to people who speak German. The task of the translator is to erase

the boundaries between people speaking different languages, to make it possible to read the works of writers from different countries of the world.

Children's literature is a separate layer of fiction, it is intended for a special group of readers – for children, therefore, translation of this literature has its own peculiarities.

In order to create a complete translation, the interpreter must take into account the characteristics of the author of the message (source of information) and of the recipients (receptors) of the information for whom the message was intended, their knowledge and experience, the reality reflected in the message, the nature and peculiarities of the people to whom the translation is addressed, and all other aspects of inter-lingual communication that affect the course and outcome of the translation process.

Thus, when translating children's fiction, as well as when translating adult literature, the translator has the task of transmitting the author's individual artistic style. Translation literature for children should have its own artistic value, since one of the functions of children's literature is the formation of a feeling of beauty in a child, the upbringing of aesthetic taste. In addition, the translator must consider the peculiarities of the development and perception of information of the readership for which the translation is intended. Since the readership in this case is children, the translator should consider the limited background knowledge of the child, his special view of the world. Children of primary school age, and especially preschoolers, are characterized by positive thinking, they do not understand black humor, so in the literature for such children there is no place for irony, sarcasm and satire.

One of the most important tasks facing the translator of children's fiction is the accurate transmission of the image of a hero, the correct interpretation of his actions and remarks, because according to them the child develops an attitude towards the hero and to the whole work. To create and reveal the image of the character within the framework of the artistic text, special attention must be paid to the idiolect of the character. Since the heroes of children's literature are often children themselves, it is important to consider the characteristics of the social environment of the character, the culture of the original text. Each character has a certain style of expressing his thoughts and feelings, which affects the formation of an impression of him in the reader's mind, as well as the disclosure of the meaning embedded in the text by the author.

For children's literature, a colorful description is very important, contributing to the emergence of bright pictures in the imagination of a child while reading a book. This description must be passed on when translating. However, the text of the work for small readers should not be overloaded with metaphors and epithets, which are still incomprehensible to them. Children want to see something close, familiar, understandable in the text. Comparisons that are incomprehensible may be unnecessary to the young reader. At the same time, children's literature is characterized by animism, that is, animals in works for children act, think and feel like people.

Very often, the speech of the heroes in the works of children's fiction is emotional, which allows you to attract and maintain the attention of the child. The translation should reflect the intonation, stylistic connotations of the statements of the heroes present in the original. A child is able to understand the true meaning of the happening exactly through emotions, the grief of one of the heroes certainly causes compassion among the child, teaches him to empathize with others.

Elements of comic and eccentric are also present in the children literature. Eccentric in text is the distortion of logical connections, unusual, non-standard behavior or reaction to something. Eccentric and comic effects in works of children's literature can be achieved by playing words, hyperbola, oxymoron, periphrase, copyright neologisms, etc. Humor has great importance in the works of children literature, it not only attracts the interest of the child, but also, hiding under the mask of funny, serious, adjusts to thoughtful attitude to laugh. If we talk about such types of comic

as irony, satire and sarcasm, then they are incomprehensible to young children, their use is possible only in literature for adolescents.

The comic effect is often achieved due to the fact that the author plays several meanings of the same word in one sentence. The difficulty for the translator is that in the language of translation this word may have other meanings than those in the original language, which requires a creative approach from the translator to convey the pun.

In addition, the comic in the work can be based on imitating the phonetics of young children who only learn to speak and sometimes mispronounce sounds or mispronounce words. When translating, it is very rare to convey such a distortion of words without changing the content, since the phonetics of the original language and the translation language can be very different, respectively, and the distortion of words by children occurs in different ways.

While translating any work in order to create a structurally, substantive and functional equivalent text in another language, it is necessary to take into consideration its type, as well as to focus on the reader for whom this text is intended. Thus, the translation of each type of literature has its own characteristics. To determine such features when translating children's fiction, it is necessary to consider the features inherent in the literary text in general, and then dwell in more detail on those characteristic features of this type of translation that are due to the readership. Children's literature contributes to the formation of the worldview, moral and aesthetic education of the child. Works of art awaken a variety of feelings in the child, which, in turn, contribute to the formation of a moral attitude towards various life situations, cause in the child a desire to follow a positive standard of behavior.

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