

Similarities and Discrepancies in English and Uzbek Children's Prose

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Abstract: Background. This article deals with the interchangeability of children's and teenagers' literature, their names, the direction of literary works, the nature, and the diversity of the world of protagonists that clearly shows the difference between English and Uzbek children's literature.

Methods. Transformational, comparative-typological, comparative-historical, functional-interpretative, linguopoetic, classification, psychoanalytic, and biographical analysis methods were used in the article. It is noted that such literary works vividly reflect the realistic image of children, their mental experiences, the world of childhood and youth, full of emotions, their adventures, as well as, their "unhappy childhood".

Moreover, the genre of the novel "Oliver Twist" is part of the bildungsroman series by Charles Dickens. "Oliver Twist" is about orphan hood, loneliness, and a child who is tormented by cruel people who make use of the labor of a young boy; the complex psychology and inner world of a young teenage boy; his years of unhappiness full of conflicts were also delineated in the novel.

Thus, the vivid expression of childhood is depicted with high artistic pathos in the English literature of the XIX th century. The most significant point is that the world of childhood was discovered in literature, the extraordinary position of childhood and adolescence was clear for every person, and the writers who lived during this period paid great attention to the spiritual world of teenagers.

Results. Various characters were created in children's literature with the development of realistic principles in English literature, and it served as the basis for the emergence of literary psychologism. Writers managed to uncover the secrets of the stage of the formation of the human personality, the source of perfection, by looking into the image of children in literature, looking into their inner world and discovering their complex characteristics. As a result, the skill of the best writers is determined by how high artistic pathos they express of childhood and the talent to deeply explore the psychology of teenagers. In this sense, based on legends and narratives, animalistic stories and literary tales appeared. In particular, in children's literature, it can be observed that famous authors created artistic works in various genres. The "absurd fairy tales" and "nonsense fairy tales" created by poets and writers such as R. Kipling, H. Lofting, B. Potter, K. Graham, really constitute a rich treasure of not only English children's literature but also world children's prose.

Conclusion. Modern children's literature is rapidly growing day by day. According to investigations, researchers have pointed out that, unlike the children of the past, modern children have the opportunity to see a lot of information that shows about natural disasters, wars of world countries, vandalism and destruction on television and the Internet. In addition, it is natural for them to watch pornographic shows inappropriate for their youth through social networks. But children's writers are still limiting children's literature. The expression of the hero's psychology, the dynamics of their personality formation and the compositional-artistic features are deemed to be important to study in English and Uzbek children's literature as comparative literary criticism.

Keywords: 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.

Materials and Methods. This point of view determined the exact direction of English children's literature in the XVIth-XVIIIth centuries, and the examples written for children consisted of advice and simple didactics. "Pure artistic expressions of life and labor processes of the Turkish people, information about the social customs of the ancient people of that time can be found in "Devoni lugotit turk" by Mahmud Koshgary. Some aspects which are almost similar to didactic literature can be observed in moral and educational poems in " Devoni lugotit turk".¹

A. Qayumov, a researcher of ancient monuments stated: " There are many poems full of admonitions and a plethora of life lessons for youngsters in the literature of the Asian people, " having studied the poems in "Devon", the scientist turned his special attention to the poems that promoted the value of scientific virtues, respect for scientists, hospitality, good manners, bravery, and condemn negative qualities such as avarice, materialism, betrayal. These samples indicated that the didactic content in the poetry of the Turkish inhabitants had existed for a long time."²

The didactic form of didactic literature expressing the attitude of the Turkish people, including national moral and spiritual education, developed significantly with the spread of Islam in Turkestan in the VIIth VIIIth centuries. Consequently, a series of religious and literary works such as short stories, and didactic works gained popularity in the history of Uzbek children's literature. It was natural to determine economic downturns and changes in social and political life which had a huge impact on children's literature. It is believed that this gradual development started much earlier in English children's literature.

In 1830-1860, the number of factories increased in Great Britain, and England became one of the most powerful countries in the world. The reputation of the owners who are interested in the

¹ Safarov O., Barakayev R., Jamilova B. Bolalar adabiyoti. – Buxoro: Durdona, 2019. – 420 b.

² Safarov O., Barakayev R., Jamilova B. Bolalar adabiyoti. Buxoro.: Durdona, 2019.

labor of factory workers has been increasing in the country. Owners of large estates participated in political events, while only twenty percent of ordinary people had the legal right to participate in political procedures. Workers always fought for their rights and freedoms. The political and social situation in Great Britain had a great impact on English literature. Writers of this period strongly criticized poverty and injustice in the country. During the period of Critical Realism, writers chose the representatives of the lower classes as the main characters for their literary works. Charles Dickens was one of the English writers who lived and created his works during the period of Critical Realism.

It is noted that such literary works vividly reflect the realistic image of children, their mental experiences, the world of childhood and youth, full of emotions, their adventures, as well as, their "unhappy childhood". Moreover, the genre of the novel "Oliver Twist" is part of the bildungsroman series by Charles Dickens.

"Oliver Twist" is about orphanhood, loneliness, and a child who is tormented by cruel people who make use of the labor of a young boy; the complex psychology and inner world of a young teenage boy; his years of unhappiness with full of conflicts were also delineated in the novel.

Thus, the vivid expression of childhood is depicted with high artistic pathos in the English literature of the XIXth century. The most significant point is that the world of childhood was discovered in literature, the extraordinary position of childhood and adolescence was clear for every person, and the writers who lived during this period paid great attention to the spiritual world of teenagers.

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

Results and discussion. Various characters were created in children's literature with the development of realistic principles in English literature, and it served as the basis for the emergence of literary psychologism. Writers managed to uncover the secrets of the stage of the formation of the human personality, the source of perfection, by looking into the image of children in literature, looking into their inner world and discovering their complex characteristics. As a result, the skill of the best writers is determined by how high artistic pathos they express of childhood and the talent to deeply explore the psychology of teenagers. In this sense, based on legends and narratives, animalistic stories and literary tales appeared.

In particular, it can be observed that famous authors created artistic works in various genres in children's literature. The "absurd fairy tales" and "nonsense fairy tales" created by poets and writers such as R. Kipling, H. Lofting, B. Potter, K. Graham, really constitute a rich treasure of not only in English but also in the world children's literature. Therefore, the improvement of the traditions of children's reading and literature, as a result of changes in socio-political life and human worldview, is seen as a requirement for the renewal of poetic thinking. From this point of view, English and Uzbek people did not initially have children's literature. Children of teenage age had started to read literary works with interest which were written for adults. There was a need to print abridged editions of works such as "Robinson Crusoe" ("Robinson Crusoe") by Daniel Defoe, "Don Quixote" by Servantes, and "Gulliver's Travels" by Jonathan Swift.

A wide variety of themes, artistic and compositional features of works, adventure (Thomas Mayne Reed), psychological-adventure novels (Joseph Conrad), detective (Arthur Conan Doyle), as well as, fantastic genres appeared in English literature and they formed a foundation for the development of English children's literature in the middle of the XIXth century.

The Jadid's school, press, theater and literature began to develop in Turkistan at the beginning of the XXth century; these cultural and educational events began to influence Uzbek children's literature.

Consequently, English children's literature has a general history with Uzbek literature. In particular, the interchangeability of children's and teenagers' literature, their names, and the direction of artistic works, the nature, and the diversity of the world of images clearly shows the difference between English and Uzbek children's literature.

In Uzbek children's literature, Young Adult literature has not been studied as a separate phenomenon. Scientists admit: "The outlook, thinking, thoughts, dreams, and aesthetic attitude of the young generation expressed in the works of children's literature."³ Although most of them are written by writers (adults), the reality is interpreted and researched from the view of children; the plots of novels were told and evaluated by children's speech.

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 16-17.⁴

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), "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":

№	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,	humanism

³ Introduction: From Wonder to Wisdom - Oxford Academic.

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

		respecting them	
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

With the development of society, the character and spiritual world of teenagers change according to the place and time they live in. It is clear that the world of childhood has a similar interpretation in the literature of all nations, and all of them have a plethora of common features. However, adolescence plays an important role in the socialization of a person's life because it passes through the stages of formation as a person, such as physical, mental, emotional, and spiritual development.

Rudine Sims Bishop, a professor at Ohio University, stated that juvenile literature is artistically perfect. "Teenagers can see their world by reading books; books serve as a mirror for them as they grow up and find their proper place in society." ⁵

Furthermore, characters and images of time and space, composition and plot, theme and unique style are chosen by the author for literary works, it is possible to observe the differences in the psychology and environment of the characters described by the writer. Researcher Kiefer writes that not everything is given openly in the works that are written for children. In the past, death was considered to be a taboo event and even simple dysphemism was banned from children's literature.

Conclusion

Modern children's literature is rapidly growing day by day. According to investigations, researchers have pointed out that, unlike the children of the past, modern children have the opportunity to see a lot of information that shows about natural disasters, wars of world countries, vandalism and destruction on television and the Internet. Moreover, it is natural for them to watch pornographic programs through social networks which are inappropriate for their age. Therefore, children's writers are trying hard to eliminate these inappropriate concepts from children's literature.

It is noticeable that children and teenagers also choose books depending on their age and gender. Young children like to read stories about animals, teenage girls like to read romantic novels, and boys like to read fiction.

In conclusion, based on the views of kids, children, and teenagers, every nation's authors describe their special artistic thoughts and ideas in children's literature.

Finally, the expression of the hero's psychology, the dynamics of their personality formation and the compositional-artistic features are deemed to be important to study in English and Uzbek children's literature as comparative literary criticism.

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⁵ Theresia Enny Anggraini. *The Characteristics of Child-to-Adult Crossover Literature*. Dissertation Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University, 2015. – 43 p.

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