

CHILDREN IN THE WORKS OF ASTRID LINDGREN**CHILDREN IN THE WORKS OF ASTRID LINDGREN (ON THE EXAMPLE OF THE WORKS "THREE STORIES ABOUT THE KID AND CARLSON" AND "PIPPI LONGSTOCKING")****Nabiyeva Zarina Nabiyevna****teacher of Bukhara State University**

Abstract: the article examines the features of primary school age, special attention is paid to the crisis of 7 years. The author reveals the problems of loneliness of a child of this age, which arises due to insufficient attention of parents to the child's life. Using the example of the analysis of A. Lindgren's fairy tale "The Kid and Carlson", the peculiarities of experiencing intrapersonal loneliness of young school-age children are revealed.

Keywords: primary school age, crisis of 7 years, loneliness, family loneliness. Junior school age is called the peak of childhood.

The books of the famous Swedish writer A. Lindgren about Carlson and Pippi Longstocking can be safely called pedagogical. Why? In particular, because their plot is very close to the ordinary reality in which children-readers live. Learning in books the peculiarities of his life, the similarities of his desires, character qualities and actions with the motives and actions of the characters, the reader feels inclined to think about his daily life, to comprehend it more deeply. There are no adventures with dragons, wizards, feats in "The Kid and Carlson" "Pippi Longstocking". On the contrary, the main characters are the most ordinary children, or very similar to them.

Of course, Carlson has outstanding qualities – he can fly and lives on the roof. But in his actions, he is no different from an ordinary junior high school student - he likes to play pranks, eat sweets, quickly moves from one emotion to another. Pippi is also an ordinary red-haired girl, although she has fantastic physical strength. Like many children, she does not like to study at school, violates many school rules. Like Carlson, she communicates with typical children who do not have such abilities. Next, we will talk about two types of children's characters by A. Lindgren. These are unusual children (Carlson and Pippi), and ordinary (their friends). Indeed, although Carlson's age is uncertain (he calls himself "a man in the prime of life"), he can be considered exactly a child – by character, behavior and tricks. It is interesting that Carlson's shortcomings are shown in a hypertrophied form, they seem to be deliberately protruding, exaggerated in him. The writer clearly wanted to express a pedagogical idea: shortcomings are ridiculous, they need to be eliminated. Someone might object: what if readers (children, of course), having read the stories of A. Lindgren, themselves begin to imitate the heroes? Will they throw pots of flowers out of windows, cut sheets for playing ghosts, etc.? But let's figure out who Pippi and Carlson are. So, who is Carlson? Despite all his strangeness, he is the embodiment of a child with all the peculiarities of childhood. He embodies both typical childish flaws and virtues. Yes, he lies, is capricious, takes offense at trifles, brags, overeats. But at the same time – shows energy, cheerfulness, responsiveness, selflessness. Carlson is contradictory, and this brings him closer to the real world. How do readers perceive the story of Carlson's adventures? Of course, children laugh rather at his actions, they just like to read about his

pranks and pranks. But growing up, readers are already beginning to laugh at Carlson's qualities – at his bragging, lying, gluttony. There is an understanding that all these are human weaknesses, his limitations. Laughing at Carlson, growing up children laugh in a sense at themselves, at their own weaknesses and shortcomings. He becomes their "mirror", helps to realize himself as a person. And this is very important, because it develops the ability to look at yourself critically, from the outside. Thus, the fabulous stories about Carlson are brought up through laughter, humor. And in the comical situations described by A. Lindgren, there is a seemingly invisible, but important pedagogical meaning. In addition, what you read in childhood has an impact on the rest of your life. After all, children's impressions are the most vivid and memorable. Thus, A. Lindgren's books educate not only children, but also adults. What can you say about Pippi Longstocking? Like Carlson, she has a cheerful and cheerful character, and symbolizes certain childish traits. Like Carlson, she comes up with fun games and punishes crooks. By the way, the victories over scammers and crooks, which are described in the books, also carry an important pedagogical idea – the idea of justice. Although in a grotesque form, the victory of good over evil is shown. Pippi does not attend school (attempts to force her to study end in failure), she is illiterate and familiar with adults. However, Pippi has a kind nature, she is responsive and willing to help others. In the images of Carlson and Pippi, the dream of freedom is embodied. After all, a person, including in childhood, tends to strive for liberation from various restrictions – social, domestic, personal. This dream is connected with the philosophy of freedom and with the complex issues that are raised at the same time. For example, with the question of the boundaries between personal freedom and the freedom of another person, about whether absolute freedom is possible and what restrictions are useful in order to get along with other people, etc. A. Lindgren raises all these problems in the form of fairy-tale works. And thus encourages readers already in childhood to begin to comprehend those topics with which he will inevitably deal in later adult life. This was especially vividly expressed in the theme of loneliness. After all, in fact, both Carlson and Pippi are single children. They lack communication, so Carlson meets the Baby, and Pippi meets Tommy and Anika. Despite the freedom that the ability to fly and physical strength give (or rather, expand), "unusual children" also need communication, like all people. And friendships are associated with responsibility for friends. Lindgren endowed Carlson and Pippi with unusual abilities that set them apart from the rest, give them special advantages. She embodied in her books childhood dreams of acquiring those qualities that would allow her to fulfill many desires. But at the same time, Carlson's ability to fly and Pippi's superpower put them in special conditions, raised the question of how to dispose of these outstanding qualities. It would seem that "unusual children" could become "absolutely free" egoists, indifferent to the desires of other people. However, both Carlson and Pippi use their special abilities not only for themselves, but also to help ordinary children. Thus, in this literary device, the writer expressed a very important, humanistic idea – the idea of altruism. It is noteworthy that both Carlson and Pippi do not go to school. Meanwhile, their lack of elementary school knowledge (for example, ignorance of arithmetic) is specifically emphasized in several episodes. For example, in the third fairy tale story about Carlson, the Kid makes an attempt to teach him addition using the example of the problem about apples. Carlson's smug reaction and his misunderstanding looks so ridiculous that it causes a clear understanding of the need for mathematics. And the description of such situations is also a kind of pedagogical technique... According to the independence of

thinking and decisiveness of actions in critical situations, Carlson and Pippi Longstocking can be called heroes. But these are not heroes of fantasy or science fiction. These are children's heroes, not just related to the world of children, but part of it. This is especially true of Carlson. You can recall with what ingenuity and courage he successfully confronted the crooks Roulet and Filet several times (when they were about to commit a robbery), or the story of the confrontation with Miss Bok. Pippi Longstocking also found herself having to fight the robbers Bully Carl and Blom when they broke into her house. It can be assumed that A. Lindgren did not accidentally decide to describe these stories in children's books. Stories about the fight against crime were supposed to have an educational effect on the child's consciousness, to orient the child to the need to fight the criminal world. In her books, Lindgren also expressed certain psychological ideas. Let's recall, for example, Carlson's favorite expressions: "It's nothing, it's a matter of everyday life" or "Calm, only calm!". Such a detached attitude to troubles is very useful from the point of view of psychology. A calm attitude to problems that a person can develop in himself will help him in a difficult situation to gather his strength and find the right solution. And also not to waste your energy and time, feeling sorry for yourself and scolding others. For example, the Kid's worries about a broken steam engine contrast sharply with Carlson's indifference – but also encourage thinking about the value of things. Do things have value in themselves – or is it us who give them this or that meaning? And if the reason is our own attitude, then we can control our reactions and not waste our nerves. In Pippi's desire to preserve her former way of life, despite the attempts of adults to "socialize" her, you can also find a hidden meaning. Although adults (for example, school teachers) try to influence her, make her an ordinary student, she refuses to obey. Although in an exaggerated form, the child's right to his unique individuality, the desire to be different from others, is expressed here. Now let's talk about the second category of children in A. Lindgren's fairy tales. These are "ordinary children", whose presence as characters is necessary both in the plot and in the pedagogical plan. Carlson's best friend is a Kid (real name Svante) who dreams of getting a dog. The kid lives in a very ordinary Swedish family, with his parents, older brother Bosse and sister Bethan. He is a well-mannered and polite boy, although sometimes he shows stubbornness. Thanks to participation in Carlson's adventures, the Kid learns about the life of a big city. He realizes that in a world that used to seem cheerful and joyful, there are children left unattended, and criminals. And if so, then it is necessary to develop a certain attitude to all these non-standard phenomena for his life. And in this choice, the Kid is in solidarity with his friend – they decide to help the child and resist scammers. Like his friends (Gunilla and Krister) The kid embodies the average child, the children of ordinary people. And along with Tommy and Anika (Pippi's best friends) are a necessary contrast. As they say, everything is learned in comparison – and the story about the communication of very different characters helps to shade the outstanding qualities of each, his individuality. Contrasts between "ordinary" and "unusual" children are found in those situations that are closely related to the laws of society. With their "subversive activities", Carlson and Pippi blow up an orderly adult world. These are individualists who do not recognize the authority and dictate of the collective. So, Pippi ridicules the "charity" of Miss Rosenblum, her caramels for the rich and warm stockings for the poor, the school system of rewards and punishments, Carlson does not recognize the "rules of decency", turns to Uncle Julius and Miss Bock on "you", etc.. At the same time, the minor characters (the Kid, Tommy and Annika) comprehend the world and themselves. When Carlson and Pippi are preparing to do

something unusual (or do it), they ask questions about the meaning, try to find a justification for public prohibitions. For example, the Kid firmly declares to Carlson that theft is unacceptable, while at the same time strengthening his beliefs in this regard. How do "ordinary children" relate to the superpowers of "unusual"? They use them willingly. For example, the Kid willingly and repeatedly moves to the roof with the help of a Carlson propeller, and Tommy and Anika swim with Pippi on a boat. In these details, the cherished childhood dream is expressed: to be able to do more than what is considered the limit of what is possible – to fly, to easily lift huge weights, to possess wealth... But it is noteworthy that "ordinary children" do not idealize their friends. On the contrary, they are trying to have an educational influence – the Kid explains to Carlson how to handle household appliances, Tommy and Anika persuade Pippi to go to school. Thus, A. Lindgren shows not the unilateral influence of some heroes on others, but their mutual influence. Of course, these attempts to influence do not always end in success. However, the process of communication itself is important, during which, for example, Carlson's bragging and complacency, and Pippi Longstocking's thirst for freedom are revealed. And knowing the motivation of the characters' behavior, the reader gets the opportunity to better understand the reasons for their actions, objectively evaluate them – and also think about their own lives... In addition, thanks to the company of Carlson and Pippi, ordinary children often get into funny situations and participate in various adventures. At the same time, they show the traits of an ordinary law-abiding philistine: fear of breaking the rules, social taboos, a tendency to conservatism. And at the same time, they are gradually changing under the influence of their individualist friends. For example, the Baby stops obeying Miss Bok when Carlson demonstrates to him the possibility of disobedience, and gradually gets involved in leprosy. Tommy and Anika do the same, agreeing to participate in sea adventures with Pippi. So, in the fairy tales of A. Lindgren, children act as carriers of different behaviors, and express the most common traits of a child's character. At the same time, thanks to the writer's humor, negative qualities and actions look unattractive, and positive ones – as worthy of imitation. That is why the stories of A. Lindgren can be called not just entertaining, but entertaining and educational.

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