

THE DEVELOPMENT OF CHILDREN'S POETRY TODAY

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Abstract

The article examines the emergence of Uzbek children's poetry, the issue of periodization, and the study of problems related to this literature. The poems of Tursunboy Adashboyev and Abdurahmon Akbar are analyzed.

Keywords

Children's literature, folklore, Rahmatulla Barakayev, Abdurahmon Akbar, Question poems.

Uzbek children's poetry literally emerged at the beginning of the 20th century, works created by children's poets and writers made a huge contribution to our literature. Until this period, folklore samples and the works of certain creators also contained aspects related to children's education (such as children's songs, the works of A. Navoiy, Gulkhaniy). At the same time, children's literary criticism also began to emerge. In some literary-critical articles and collections of critics such as M. Qoshjonov, S. Mamajonov, U. Normatov, B. Imomov, S. Iriskhodjaeva, the problems of children's literature were discussed [1.97-99]. Initially, attention was paid to the educational aspects of children's literature. That is, didactics was considered primary as the task of children's literature. Later, along with didactics, the issues of positive heroism, satire and humor, and addressability were studied in detail.

Studies aimed at highlighting the specific features of children's literature, as well as the research of critics M. Qoshjonov, U. Normatov, B. Imamov, mainly aimed at showing the specifics of prose and partly some achievements in poetry, emerged. S. Iriskhojeva, S. Ochil, Q. Qahramonov, M. Qurbaniyozov, and E. Ochilov published several articles on children's poetry. R. Barakayev, a researcher and creator of children's literature, was initially upset by the sluggishness of children's literary criticism. Q. Qahramonov expressed his reaction to these opinions in his article "Under the Pretext of a Debate" [2.-B.400]. R. Barakayev's research is of particular importance in this regard.

R. Barakayev conducted scientific research on the most relevant topics of Uzbek children's literature. The scientist studied the works of our classical writers, which are embedded with didactic views on child education. In particular, he studied the enlightenment, educational, harmonious upbringing of the generation, humanistic ideas, and educational and aesthetic features of A. Navoi's works. It seems that children's literature did not emerge suddenly in the 20th century, we understand that views on child education in works are found in children's folklore (songs, riddles, quick sayings, etc.), Alisher Navoi's views on the "perfect person" and his thoughts on human education are also present in his work "Khamsa", "Mahbub-ul qulub" and rubaiyats. S. Matchonov, in his article "Is it art or education?" [3.-334-340], points out the educational significance of children's literature, as well as its great function as a word art. In his opinion, he notes that in the works of such progressive intellectuals as Abdulla Avloni, Hamza, Munavvarqori, and M. Behbudiy, who were born at the beginning of the 20th century, education was promoted through children's literature, along with enlightenment. In his article "R. Barakayev and Abdulla Avloni and Anvar Obidjon's poems dedicated to the description of school" [4.-B.35-39], which is conducting scientific research in this regard, he notes that Avloni's works also contain poems that have an educational and educational character, addressed to children. R. Barakaev's research mainly includes issues such as the history of the emergence of Uzbek children's literature, its formation, principles of development, its periodization, and the role, theme, idea, and task of children's literature today. In his treatise "Jonajonim she'riyat" he studied creative and methodological research in children's literature of the 80s-90s, showed ideological and artistic research in children's poetry of the later period, and the processes of poetic renewal [5.5]. At the same time, he also studies the extent to which and from when formal and substantive research is reflected in Uzbek children's poetry.

Initially, children's poetry reflected alphabet poems, but by the 1930s, works specifically for children began to be created, children's images began to appear in children's poetry in the literal sense, the child himself appeared as a lyrical hero, the direct appeal of parents, teachers and mentors to the younger generation, advice and advice were reflected in the methods of depiction, poems on didactic themes were created. During this period, professional children's poets such as Sultan Jora, Zafar Diyar, Shukur Sa'dullla, Quddus Muhammadi, Gayrati, Ilyas Muslim appeared on the scene. R. Barakaev, speaking about children's poetry of this period, said that a number of poems dedicated to nature and the animal world were created, and when analyzing Zafar Diyar's poem "Archa qoshigi" he said that it was one of the first works dedicated to the New Year holiday and the spruce. At the

same time, he explains that he sang the joy and happiness of the children playing happily around the Christmas tree in their own language. [6.-B166-169] Although Zafar Diyor's poems were not devoid of the ideology of that time, he tried to break through this shell and brought the child himself to the stage. The scholar notes that the ranks of children's literature figures in the 50s and 60s expanded further, with the addition of many creative figures such as Polat Momin, Aziz Abdurazzok, Miraziz A'zam, Safar Barnoev, Tursunboy Adashboev, and Safar Achil, and that the themes of peace, labor, and friendship became the main themes.

When talking about Uzbek children's literature, especially poetry, in the first half of the 70s and 80s, it is worth noting that this period was characterized by a sharp suppression of freethinking, an increase in figurative thoughts in poetry, a shift to the pain of the creator, gestures, symbols, and metaphors. In the second half of the 80s, it is worth noting that it served to form feelings of love for the Motherland, the sacred land where the umbilical cord blood was shed, to protect and cherish nature, and to educate in the spirit of being worthy of this homeland. We see that symbols and images intensified in children's poetry of this period, reflecting their unique aspects. During this period, such middle and young generation figures as T.Adashboyev, S.Barnoyev, Miraziz A'zam, Anvar Obidjon, Rauf Tolipov, Q.U'taev, A.Kuchimov, Rustam Nazar, H.Imonberdiev, K.Turdiyeva, S.Inoyatov, A.Akbar, D.Rajab, Z.Isomiddinov, O.Tukhtashev brought a new breath, a clean spirit to Uzbek children's poetry of the 80s, - admits R.Barakaev [7.7]. In particular, Tursunboy Adashboyev's work is distinguished by the reflection of delicate emotional scenes of children's life and high patriotic feelings of love for the place where he was born and raised.

The Uzbek children's poetry of the independence period is distinguished not by its quantity, but by its quality, its weightiness, its distance from hymns and slogans. In particular, he highly appreciates the poems of A. Akbar in the series "Bir daftar savol". This poem consists of questions asked in the language of a child named Shuhratjon. The boy even divided them into categories. Such as "Questions born at the station", "Questions born on the road", "Questions born at school", "Questions born at home". Why don't flowers grow around this wide station called "Gulzor"? - he asks himself. Because in his eyes (and in reality) the noun should have been appropriate. These questions are not just questions, in fact, each of them has a great spiritual and educational essence. In the poet's series of poems "A Notebook of Questions", we see the interests of a young reader, his attempts to understand the world based on his own imagination. The poems are innovative in their form and content, and are presented in two lines - verse by verse. Each verse

consists of questions with independent meaning and content and is divided into groups based on numbers and named separately.

Who learned greetings from whom / Is the ant from us, or from us? [8.-B.66]. The curious boy compares this situation with a feature inherent in people, especially the Uzbek mentality, and wonders who he actually learned from. Children are inquisitive, because they try to understand the world faster, solve puzzles, and it is sometimes difficult to find answers to their questions. Poetry also has educational value, raising morals, feelings of kindness. He analyzes the poet's "Poetic Stories", "Numerical Poems", "Poems with Reverse Titles", "Question Poems", which are innovative in form and content, and highly evaluates the author's stylistic skills, emphasizing his new approach. At the same time, A. Akbar's work made a great contribution to the development of children's literature with its system of themes and images, the expression of lyrical heroes, the presentation of the poem through the child's own speech, the simplicity and fluency of the words, the brevity of the style, and interdisciplinary integration.

Scientist R. Barakayev, while studying certain problems and peculiarities in children's literature, classifies the periodization, that is, the stages of development, into the following four periods:

1. Didactic works on the topics of science, enlightenment and morality - the stage of children's reading.
2. Works at a later stage for children - the stage of "emergence".
3. The first works specially classified for children (school, literature textbooks: alphabet and reading books) - the stage of "finding content".
4. Special literature, which is divided into various children's literature - the stage of "formation".

Based on the above articles, it is also possible to carry out a calculation classification when correcting children's poetry:

1. The beginning and 20s of the 20th century (alphabet - poems).
2. The 30s-40s of the 20th century (the emergence of poetry as admonition - advice).
3. The 50s-60s of the 20th century (poems on the themes of peace, friendship, labor, creativity, the hymn to the Motherland come to the fore).
4. The 70s-80s of the 20th century: a) The 1st half is a period of stifling freethinking, creative articles, a transition to symbols and gestures, metaphors (in the example of the poems of A. Obidjon, T. Adashboev); b) The 2nd half. The breezes of independence are reflected in poems, freedom-loving, a new breath, a new spirit, the expansion of themes and images, the emergence of different images of children (in the example of such creators as T. Adashboev, A. Obidjon, H. Imonberdiev, A. Akbar, D. Jab).
5. The period from the 90s of the 20th century to the present day. (the theme of the homeland is widespread, the content and form of the revival reflect a number of innovations,

and philosophical observations, along with science and enlightenment, education and upbringing, are widespread.)

This periodization is conditional, and each period reflects its own characteristics. Today's children's poetry stands out for its expressiveness, diversity of characters, richness of philosophical observations, and uniqueness in terms of form and content.

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