



## Development of children's literature and its role in literature

Dilafruz OLIMJANOVA<sup>1</sup>

Academic Lyceum of Namangan State University

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### ABSTRACT

This article describes the stages of development of children's literature and its role in society. Detailed information is provided on the historical development of children's literature, the uniqueness of modern children's works, and their role in education. Children's literature combined with modern technologies serves to enrich the educational process.

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## Bolalar adabiyoti rivojlanish taraqqiyoti va uning adabiyotdagi o'рни

### ANNOTATSIYA

#### **Kalit so'zlar:**

bolalar adabiyoti,  
rivojlanish bosqichlari,  
zamonaviy asarlar,  
ta'lim,  
axloqiy tarbiya,  
xalq og'zaki ijodi,  
zamonaviy mavzular,  
texnologiya,  
multimediya,  
o'quv jarayoni.

Mazkur maqolada bolalar adabiyotining rivojlanish bosqichlari va uning jamiyatdagi o'рни yoritiladi. Bolalar adabiyotining tarixiy taraqqiyoti, zamonaviy bolalar asarlarining o'ziga xosligi va ta'limdagi roli haqida batafsil ma'lumot berilgan. Zamonaviy texnologiyalar bilan uyg'unlashgan bolalar adabiyoti ta'lim jarayonini boyitishga xizmat qiladi.

<sup>1</sup> Teacher, the Academic Lyceum of Namangan State University.

## Развитие детской литературы и ее место в литературе

### АННОТАЦИЯ

**Ключевые слова:**

детская литература,  
этапы развития,  
современные  
произведения,  
образование,  
нравственное воспитание,  
фольклор,  
современные темы,  
технологии,  
мультимедиа,  
образовательный процесс.

В данной статье описаны этапы развития детской литературы и её значение в обществе. Подробно раскрыты исторические этапы становления жанра, уникальные черты современных произведений и их роль в воспитании подрастающего поколения. Кроме того, подчёркивается, что детская литература, в сочетании с современными технологиями, способствует обогащению образовательного процесса.

### INTRODUCTION

Children's literature is an integral part of the educational system in any society and plays an important role in the mental and spiritual development of the young generation. Literature is the main tool for shaping children's outlook, awakening aesthetic pleasure, and teaching national values and cultural heritage. This article provides comprehensive information about the stages of development of children's literature, its modern changes, and its place in the educational process.

### MATERIALS AND METHODS

Professor O. Safarov wrote about the science that consistently reflects the history of children's literature and the importance of paying attention to the level of study in its specialization: – Trainers who do not know the basics of children's literature or do not have a deep understanding of the basics of children's literature are unable to instill pride of independence and love for the Motherland into the hearts of the younger generation. cannot be able to take care of feelings of inferiority. In pre-school education institutions, in primary classes, and even in the 5th-7th grades of high school, the content of literature lessons is mainly composed of examples of children's literature.

The President of the Republic of Uzbekistan Sh.M. Mirziyoyev's decision of September 13, 2017 "On the program of comprehensive measures to develop the system of publication and distribution of book products, increase and promote book reading and reading culture" also raised the reading skills of young people to a high level to raise, first of all, it is necessary to form the skill of reading from childhood, that is, to train their future teachers in universities, in the process of acquiring professional professions, it is clear that it is important to pay attention to the correct development of the essence of an artistic work, to be able to perceive literary genres. Also, it is worth noting that, as stated in various speeches and lectures of the President, important tasks have been defined in the field of culture to fight against ignorance with enlightenment, to teach our youth to understand real art, and to form their aesthetic world on a healthy basis.

### RESULTS AND DISCUSSION

As long as the students do not study literary subjects in depth in all educational systems, it is necessary to prepare the hearts of future generations with human qualities from childhood. Moreover, as human thinking does not stop in one place, general literature, including children's literature, always requires new interpretations.

The works intended for children's reading have continued since ancient times in the history of all nations.

In the development of Uzbek children's literature, first of all, social reality, then folk oral creativity, didactic literature, and classical children's reading are considered important phenomena. In Uzbek literature, under the revolutions of enlightenment, national renaissance, and modernist literature, its unique special direction, children's literature, which first appeared on the scene, was first a phenomenon, a revolution, and then developed as an independent science, forming a whole system.

Although the set of artistic, scientific, scientific-popular, and journalistic works created for children and teenagers constitutes children's literature in the literal sense, it has become a tradition that mostly purely artistic works represent the essence of this concept. The concept of children's literature is, first of all, the art of words intended for children and adolescents of different ages. It embodies the examples of artistic works that embody reality in the perception, imagination, and thought images of children up to sixteen-seventeen years of age.

"Children's literature," N. Fozilov wrote, "is delicate literature." Children's literature is the beginning of adult literature as we know it... Children's writers are the starting point for great literature with their works. This literature is respectful ... The heart of a child is like that. It cannot be broken. He always needs attention. Only then will his heart grow full. He is affectionate. Only then will it become the fruit of your love and follow your footsteps [2].

**Features of children's reading in preschool education age.** It is clearly explained by the following artistic evaluation of L. N. Tolstoy: "After all, didn't I discover then what I live in now?" – he recalled while summing up his seventy years of life. – Did I manage to discover even one-hundredth of the things I discovered so much and so quickly during the rest of my life? Absolutely! From a five-year-old child to me – just one step, from a newborn baby to a five-year-old child – a terrible distance!'

**Children's reading at primary school age** also has its differences. Because the inner world of children of this age is extremely rich. Although they do not know much yet, they experience the process of spiritual need to know. "It is very difficult to tell children what they feel and think because they have to express them in words," wrote Henryka Goldschmidt, a Polish writer known to the whole world under the pseudonym Janusz Korczak. – Writing is even more difficult. but children are poets and philosophers.'

It is understood that the writer learned many secrets of the world of childhood through his pedagogical experience, knowledge as a pediatrician, and unique writing talent; in particular, he emphasizes that the freedom of a child's heart is compared to a bird, a butterfly, and 13 flowers and that they treat animals, insects, and animals as brothers or equal friends. "Poetry" in children's nature is their wonder at everything, they are excited by every event, while "philosophy" is their interest in the true essence of these things and events that cause surprise and excitement. 'What is it?', 'Why is it like that?', 'What does it say?', 'Why is it big or why is it small?', 'How does it grow?', 'Why is it hard?', 'Why is it soft?', 'Why does water harden?', 'How does the sun heat up?', in short, these countless questions are the result of the interests of children of this age, and the answers they find and find to these questions are the ways of mastering the world. As the world becomes an enigma for them, it is natural for them to become "whatever" as well. In this sense, Pochemuchka (or Nimavoy – translated as Bilmasvoy in Uzbek) created by the Russian children's writer N. Nosov – has risen to the level of a generalized image of children of this age [4].

Such a generalized image can also be seen in the image of a lyrical hero belonging to Q. Muhammadi's "Alphabet of Nature" series. He also asked with his whole body, "Why do we call walnuts walnuts?", or "Why are walnuts hard?" 'Why is the branch of the tree crooked?', 'Why is the leaf of the peach bitter?', 'Why does Sada not bear fruit?', 'Dad, why does the gardener cut the vine?', or, 'The vine The tree is the same, why are the grapes different?' 'Why does the cattle rummage?', 'Why is the chittak the chittak?' Q. Muhammadi, to give a poetic answer to these questions, no matter what he writes about or talks about, he always looks for the meaning of human life from that thing. The poet finds this meaning. This meaning always explains children's first impressions of life and serves to form their worldview.

'Childhood is compared to the ocean and spring. Why? What is the beauty and similarity between them? "Nature never ceases to act," wrote Goethe [6].

Nature constantly creates new forms. Things that exist now have never existed before; what has happened will never come back; everything is new and at the same time old." So, to speak, this characteristic of nature is more evident in childhood. In this sense, N.G. Chernyshevsky wrote in his artistic works for children, "Wow... What horror?"

He believed that "Hey, it's so funny!", "Bye-bye, it's so good!" can't excite young readers if they don't have signs that stimulate their mood. Looking at it from this point of view, in the history of Uzbek children's literature, works rich in lyrical enthusiasm and cheerful humor are more interesting in the young generation.

After all, Gafur Ghulam's "Shum Bola", Kh. Tokhtabayev's "Riding the Yellow Giant", "Death of the Yellow Giant", "Battle of Wizards, or Sweet Melon Country", A. Obidjon's "Terrible Meshpolvan" and this is the Secret of reading such works as "Meshpolvan's Battles" with great pleasure.

"It is not good to read everything," wrote L.N. Tolstoy, "one should read only those works that can answer the questions that arise in the heart." In this case, the ability to perceive a work of art is the most important phenomenon. Reading a work of art, especially reading, is exciting. A reader writes Methodist scientist S. Matchon, is a creator like a writer. He follows the path of repeating the author's work in the process of reading the work.

It is no coincidence that the true essence of Uzbek children's literature is reflected in the work of enlightened pedagogues and writers of the early 20th century. Saidrasul Azizi, Munavvarqori Abdurashidkhanov, Abdulla Avloni, Hamza Hakimzada Niyoz, Mahmudhoja Behbudi, Sadridin Ainiy, Abdurauf Fitrat, Elbek and dozens of other intellectuals created more than fifty alphabets and first of all, reading books started the tradition of creating children's special works remarkable. After all, for the schools of the new method opened with the aim of enlightening the children of the people, they wrote "Kitabat ut-atfol" (Behbudi), "First teacher", "Second teacher", "Turkish culture or morals", "School culture" (Awlani) 'Light literature', 'Reading book', 'Reading book', (Hamza), 'Tahsib It is noteworthy that textbooks such as us-sibyon (Child Education), Girl Child or Khalida (S.Ayniy), and Reading (Fitrat) pay special attention to the age characteristics of children in the artistic expression of life reality. In this respect, R. Barakayev's research is distinguished by its wealth of important evidence.

In addition, the development of the Uzbek children's press and the phenomenon of their special influence on the young generation is also a leading factor in the process. Many acknowledgments emphasize that Uzbek children's literature was born on the pages of the press in the 1920s and that they were able to have an effective effect on the revival of education.

## CONCLUSION

In the current literary process, paying attention to artistically high examples of children's literature, through the analysis of works that reflect the interests of children of the new century, the mental and spiritual world, and their attitude to social life, moral-educational, and socio-political in students. importance is attached to the formation of education. In particular, at the beginning of our century, monographic studies, pamphlets, and literary-critical articles on children's literature appeared. The history and problems of Uzbek children's literature were studied in the articles and pamphlets of literary scholars and researchers from a scientific-theoretical aspect, and the need to pay attention to the analysis of artistically high works was shown. It is inextricably linked with the child. gives an effective result and the intended goal is achieved.

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