

THE INFLUENCE OF WORLD CHILDREN'S LITERATURE ON THE DEVELOPMENT OF KARAKALPAK CHILDREN'S LITERATURE

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Resume: The paper deals with the study of diachronic typological relations in the world folklore and written literature, particularly, with the comparative research of tales of Western European and Asian (Oriental) peoples. Studying the various points of views of well-known scholars of different scientific trends the author finds out some common and specific features in the developing and establishing of folk and written tales as a separate literary genre. Analyses made by the author conclude that narration of tales are ancient skills of all nations, performed in different ways, reflecting different cultures, tales were firstly created as the influence of supernatural phenomena as strong hurricanes, volcanoes, strong frosts, monsters (animals and birds) and brave individuals enough strong and clever to defend their communities from any danger.

Key words: the school of comparativism, mythological plots, typological peculiarities, typology of genres correlation of folklore to objective reality, the trend of individualism, comparative typological research, historical-genetic relations, the typology of traditional-ceremonial motives.

In this section, examples of didactic works of world children's literature and the peoples of Central Asia, their similarities and differences are studied. In the XVIIth century, works inherent in poetic and prose genres began to appear in Russian children's literature, later fairy tales, narratives, short stories, legends, essays, and novels began to be created in the branch of literature.

The first dramatic work intended for children was written by I. A. Krilov, this is the drama "Qizimga ta'lim" (Teachings for my Daughter), created in 1707. In Europe, samples of children's literature begin to appear in the 17th century, i.e. French writers Jonathan Swift, Charles Perrault, the Grimm brothers from Germany, Dane Hans Christian Anderson, Russian writers A.S. Pushkin, N.A. Nekrasov, in the late XIX - early XX centuries L.N. Tolstoy, K.I. Chukovsky, S.Ya. Marshak, V.V. Mayakovsky dedicate their works to children and create the basis for the emergence of the term "Children's Literature".

And in the literature of the Turkic peoples, the appearance of this term has its own ancient tradition. So, in the works "Devoni lugat-it-turk" by M. Kashgari,

“Kutadgu-bilik” by Yusuf Khos Khojib, “Hibbat-ul-hakoyiq” by A. Yugnaki, “Khairat-ul-abror” by A. Navoi, who lived in the IX-XII centuries, the best qualities inherent in children were sung: respect for elders, love for the motherland, issues related to moral and ethical standards.

As can be seen, according to historical sources, the children's literature of Karakalpak literature, originating from ancient times, also experienced long stages of its development, i.e. it has established on the world stage as a literature that really formed in the period we are considering, the end of the XXth - the beginning of the XXIst centuries, which has its own peculiar national characteristics. This means that samples of the literature of the ancient Turkic-speaking peoples and children's literature of Karakalpak folklore, poems for children by representatives of Karakalpak classical literature of the XVIIIth-IXth centuries Jien-Jirau, Kunkhodja, Ajiniyaz, Berdakh, Otesh, etc., as well as in the period up to the 70s of the twentieth century, poems, stories and short stories, legends and dramas of such poets and writers as S.Majitov, N.Davkaraev, A.Shamuratov, M.Daribaev, S.Nurymbetov, J.Aimurzaev, I. Yusupov, T. Kayipbergenov, Kh. Saparov, S. Abbazov, J. Dilmuratov, T. Matmuratov serve as a kind of source for the development of Karakalpak children's literature.

In the dissertation of I. Kurbanbaev, who specially studied Karakalpak children's literature in the period up to the 70s of the XX century, these issues are covered in detail. It can be said that it is more expedient to look for the roots of Karakalpak children's written literature not in samples of European or Russian literature of the XVIIth century, but in the works of such masters of the word, the great geniuses of the literature of the Turkic peoples of the XIth-XVth centuries, as Beruni, Yusuf Khas Khajib, Alisher Navoi, works of such jirau poets like Soppasli Sipira Jirau, Asan Kaigy.

Thus, the roots of the children's literature of the Turkic peoples, including the Karakalpak children's written literature, stretch to the treasury of the classical literatures of these peoples, i.e. with them, these problems find their expression in

the form of various covenants - instructions, characteristics, descriptions, true stories, a story within a story, fairy tales. In the modern period, in the written and oral literature of the peoples of the world, a typological study of the genesis of the origin of fairy tales is an absolutely important process. As fairy tales in the literature of all peoples existed in the initial form of literary creativity, to a certain extent they influenced the emergence of other literary types and genres. Even M. Kashgari claims that the very word "fairy tale" appeared on the basis of the Turkic languages and meant an essay or retelling of something.

Fairy tales are closely connected with the realities of life and are one of the types of literary creativity that reflects and transmits orally or written everything new in life. The educational value of these literary tales is that children who have read, heard or watched movies or cartoons of any fairy tale have a different worldview, they have a huge impact on their spiritual development and education. All possible and impossible fictitious events, fantastic assumptions have a huge impact on the development of oral and written literature, the events depicted in them, finding their expression in life, make a certain impetus to the development of human life. The conquest of space by man, the appearance of robots, flying cars, machines moving on water, land and air are an expression of the transformation of events supposed in fairy tales into reality.

Everyone knows that the works of the great genius of Uzbek classical literature Alisher Navoi are known all over the world. His works have been published in many languages of the world not only in poetic form, but also translated into prose and simplified. One of such works is the fairy tale "Zaid Zargar" published in Russian. It was translated from Russian into Karakalpak by O. Baylepesov. If we substantiate the opinions of Farabi, Abu Ali ibn Sina, Abu Rayhon Muhammad ibn Ahmad Beruni about fairy tales in scientific circles, we can see that their content has real foundations. If approached from this point of view, the emergence of literary fairy tales in world literature begins in the Middle Ages not only among the peoples of Europe, but also among the peoples of Asia

and Central Asia, fairy tale theory, characteristic features, of course, will serve as a leading source in understanding the genesis, evolutionary development, modern state of fairy tales. So, when studying the works of writers, poets and playwrights of Karakalpak children's literature of the late XX - early XXI centuries, it is more expedient to study them from the point of view of historical principles and historical development, dividing them into two parts.

1. Genre, form, thematic features of the development of Karakalpak children's literature in the period of independence at the end of the XXth century (1990-2000).
2. Tendencies of the genre, form, thematic development of Karakalpak children's literature in the period of independence at the beginning of the XXI century (2000 - 2015).

During the years of Independence and in Karakalpak literature, the elation, national self-consciousness, the preservation of national values, the comprehensive development of the younger generation, the emergence of works designed to attract children to book reading ensured the peculiar development of national children's literature.

Our writers, by creating new themes, images that correspond to the new generation, the spirit of the times, have achieved the development of children's literature, the expression of their skills.

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