

THE ISSUE OF FOLKLORE TRADITIONS IN CHILDREN'S LITERATURE

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Abstract: This article examines the role of oral folk art—folklore—and its traditions in the formation and development of children's literature. The role of folklore samples in shaping children's thinking, spiritual world, and aesthetic taste is analyzed.

Keywords: folklore, tradition, children's literature, fairy tale, proverb, riddle, national values.

Annotatsiya: Ushbu maqolada bolalar adabiyotining shakllanishida va taraqqiyotida xalq ogʻzaki ijodi-folklorning oʻrni hamda uning anʼanalari yoritiladi. Folklor namunalarining bolalar tafakkurini, maʼnaviy dunyosini, estetik didini shakllantirishdagi roli tahlil qilinadi.

Kalit soʻzlar: folklor, anʼana, bolalar adabiyoti, ertak, maqol, topishmoq, milliy qadriyat.

Аннотация: В статье рассматривается роль устного народного творчества — фольклора — и его традиций в становлении и развитии детской литературы. Анализируется роль фольклорных образцов в формировании мышления, духовного мира и эстетического вкуса детей.

Ключевые слова: фольклор, традиция, детская литература, сказка, пословица, загадка, национальные ценности.

Children's literature is an important field that instills a nation's spiritual life, customs, and values into the consciousness of the younger generation. Its roots trace back to oral folk art. Folklore is the expression of a people's centuries-old experience, worldview, dreams, and aspirations. Therefore, the continuation of folklore traditions in children's literature is a natural process.

The earliest works created for children were formed based on oral folk art samples—lullabies, fairy tales, riddles, proverbs, and sayings. Through folk wisdom, a child begins to understand concepts such as life, goodness, industriousness, and patriotism. For example, in fairy tales like "Zumrad and Qimmat," "Wolf Tamer," and "Little Red Riding Hood," the triumph of good over evil provides moral lessons for children.

The repetition, melody, rhythm, and imagery in folklore works have had a great influence on the formal and substantive development of children's literature. For example, in works written for children by Gafur Gulam, X. Tokhtaboyev, X. Gulom, and T. Malik, elements of folk tales, legends, and proverbs are widely used. Through these, the writer instills the folk spirit and national character into children's hearts. Folklore traditions serve as a means of moral, aesthetic, and spiritual education for children. It is possible to teach a mother's love through lullabies, justice and goodness through fairy tales, and wisdom through proverbs. In this way, folklore enriches the ideological content of children's literature and shapes it in a national spirit.

Today, many writers continue folklore traditions in contemporary interpretation. For example, interactive fairy tales, cartoons, and stage works written for children are created based on folk tale plots. This situation demonstrates that folklore continues to live on in contemporary culture.

For children's literature to develop in a national spirit, it is necessary to deeply study folklore traditions and apply them in contemporary forms. Because folklore is a people's spiritual memory,

through which a child understands the spirit, language, and values of their nation. Therefore, continuing folklore traditions in children's literature means preserving the spiritual connection between generations.

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