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# THE ROLE OF RUSSIAN CHILDREN'S LITERATURE IN THE DEVELOPMENT OF UZBEK CHILDREN'S LITERATURE

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**Abstract**

The development of Uzbek children's literature has been significantly influenced not only by national literary traditions but also by world literature, particularly Russian children's literature. Uzbek writers drew substantial inspiration and creative experience from Russian literary models. This influence was primarily realized through translation activities, literary interactions, the adoption of stylistic and genre features, and the educational system. This article examines the role of Russian children's literature in shaping Uzbek children's literature, highlighting its impact on genre formation, narrative techniques, character creation, and the psychological portrayal of children.

**Keywords:** children's literature, world literature, literary interaction, style and genre, literary character, child psychology, educational function, translation activity.

## Introduction

Children's literature constitutes an essential component of every nation's cultural heritage. Through children's literary works, the moral, spiritual, and aesthetic development of young readers is shaped. Children's literature does not evolve solely on the basis of national traditions; rather, it actively incorporates advanced experiences and achievements from other literary cultures.

In this regard, the development of Uzbek children's literature has been influenced not only by indigenous literary traditions but also by world literature, particularly Russian children's literature. Uzbek writers gained substantial inspiration and creative experience from Russian literary works. This influence manifested itself through translations, literary exchange, stylistic and genre adaptation, and educational reforms.

Beginning in the late nineteenth and early twentieth centuries, Uzbek writers, through their engagement with Russian literature, developed professional skills in writing for children, discovering new possibilities in genre selection, narrative style, and character construction.

*Characteristics of Russian Children's Literature*

Russian children's literature began to take shape in the eighteenth century and reached its peak during the nineteenth and twentieth centuries. Its defining characteristics include:

1. a strong moral and educational orientation aimed at cultivating kindness, compassion, and diligence in children;
2. realism and closeness to folk traditions;
3. a deep understanding of child psychology;
4. an emphasis on stimulating children's thinking through didactic and educational narratives.

Russian authors viewed children's literature not merely as entertaining storytelling but as a powerful means of nurturing children as morally responsible individuals.

Prominent representatives of this tradition include A. S. Pushkin, L. N. Tolstoy, I. A. Krylov, K. D. Ushinsky, and N. A. Nekrasov. In later periods, writers such as Samuil Marshak, Korney Chukovsky, Agniya Barto, Nikolai Nosov, and Eduard Uspensky continued this tradition, enriching it with new themes and artistic approaches.

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*The Emergence of Uzbek Children's Literature and Russian Influence*

The earliest examples of Uzbek children's literature appeared in the early twentieth century during the Jadid movement. Enlighteners such as Mahmudkhoja Behbudi, Abdulla Avloni, and Munavvarqori Abdurashidkhanov became acquainted with Russian and European children's literature and drew methodological and artistic inspiration from these sources.

Through Russian literature, new literary forms for children—such as short stories, poems, fairy tales, fables, and dramatic works—were introduced into Uzbek literature. The children's stories of Leo Tolstoy, for example, taught Uzbek writers refined techniques for portraying child psychology, while Krylov's fables demonstrated how moral ideas could be conveyed through simple yet profound artistic forms.

*Soviet Period and Translation Activity*

During the Soviet period, the development of children's literature became a matter of state cultural policy. As a result, close creative collaboration between Russian and Uzbek writers was established.

Translation activity played a decisive role in the development of Uzbek children's literature. A large number of Russian children's literary works were translated into Uzbek, including:

- ✓ Korney Chukovsky: Vanya and the Crocodile, Moidodyr, Cockroach, The Fly Tsokotukha, Barmaley, and other poetic fairy tales;
- ✓ Samuil Marshak: The Twelve Months, The Clever Thing, The Cat's House;
- ✓ Agniya Barto: poems such as The Elephant, The Bunny, The Defender, The Two of Us;
- ✓ Nikolai Nosov: The Cheerful Family, The Adventures of Dunno and His Friends, Dunno in the Sun City, Dunno on the Moon;
- ✓ Eduard Uspensky: Crocodile Gena and His Friends, Holidays in Prostokvashino.

Through these works, Uzbek children internalized values such as personal hygiene, friendship, kindness, empathy, and respect for nature. Translations also contributed to enriching children's vocabulary, introducing new linguistic expressions, and developing cognitive and critical thinking skills.

*Influence on Uzbek Writers*

Under the influence of Russian children's literature, many Uzbek writers explored new artistic directions:

- ✓ Khudoyberdi Tokhtaboev developed fantastic and satirical narratives in the national spirit, continuing the traditions of Nosov and Uspensky;
- ✓ Quddus Muhammadiy reflected child consciousness in lively and cheerful rhythms in poetry, drawing inspiration from Marshak and Barto;
- ✓ Pulat Mumin, Gafur Gulom, Zulfiya, and others portrayed child psychology through realistic life situations, following Russian literary models.

As a result of this creative interaction, realism, psychological depth, and everyday authenticity became more prominent in Uzbek children's literature.

*Educational and Cultural Significance*

In the second half of the twentieth century, Russian children's literature was widely taught in Uzbek schools, contributing to the convergence of the worldviews of children from the two cultures. Joint academic research in the field of children's literature was also conducted. For instance, collaborative efforts between Tashkent State University (now the National University of Uzbekistan) and Moscow pedagogical institutes resulted in the publication of numerous methodological manuals and scholarly studies.

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Today, Russian children's literature continues to play an important role for young Uzbek readers. Through new translations, children gain exposure to international culture. Russian classical children's works are now disseminated in modern formats through the internet, animated films, and audiobooks. This process supports intercultural dialogue and broadens children's intellectual horizons.

**Conclusion**

Russian children's literature has served as an educational, moral, and artistic school in the formation and development of Uzbek children's literature. Under its influence, Uzbek writers:

learned to portray child consciousness with psychological depth;
harmonized national traditions with modern literary techniques;
created concise, engaging, and morally rich literary works for children.

Therefore, Russian children's literature can be regarded as a vital source that significantly contributed to the scholarly and artistic development of Uzbek children's literature.

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