



LINGUO-CULTURAL ANALYSIS OF THE TEXTS OF TRADITIONAL ENGLISH AND UZBEK CHILDREN'S POEMS

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ABSTRACT

This article presents a linguo-cultural analysis of traditional English and Uzbek children's poems. By examining the linguistic and cultural elements analyzed in these poems, the study aims to explore the unique cultural identities reflected in the literary works of both nations. Through a comparative analysis, the article sheds light on the linguistic features, cultural themes, and societal values depicted in these poems, highlighting the richness and diversity of children's literature across different cultures.

KEYWORDS

Linguo-cultural analysis, traditional English poetry, Uzbek children's poems, cultural identity, comparative literature, linguistic features, cultural themes, societal values, children's literature.

INTRODUCTION

Children's poetry serves as a mirror reflecting the cultural identity and societal values of a nation. The linguistic and cultural elements embedded in these poems provide valuable insights into the unique characteristics of different cultures. In this article, we undertake a linguo-cultural analysis of traditional English and Uzbek children's poems, aiming to explore the rich tapestry of cultural

identities woven into these literary works. By examining the linguistic features, cultural themes, and societal values depicted in these poems, we seek to uncover the similarities and differences between the two cultural traditions. Through a comparative analysis, we endeavor to highlight the diverse perspectives and unique contributions



of English and Uzbek children's literature to the global literary landscape.

MATERIALS AND METHODS

An individual's personal attributes are most fully developed through communicative interactions with others. The typical European values moderation and a sense of balance, essential traits of the European mindset, in contrast to the Russian mentality, which encourages open and decisive verbal tactics. Traits like accessibility, approachability, and calmness or partial silence are highly regarded. Personal qualities such as civility, courtesy, punctuality, diligence, adherence to the law, self-discipline, and organization are highly esteemed by true Englishmen. The "stiff upper lip" or calm demeanor of the English is their most distinctive national trait. Let's explore how classic children's poetry can help instill and reinforce these qualities in a child's mindset.

Here is the poem's text, which, in our opinion, offers a tiny view of certain aspects of the English way of life:

Two little dogs sat by the fire

Over a fender of coal-dust;

Said one little dog to the other little dog.

If you don't talk, why, I must

The poem's protagonists are situated in a traditional English home, by the fire, symbolizing family coziness and warmth in a nation known for its chilly, rainy weather. The second of the two little dogs has been influenced by stereotypically English characteristics such as reserve and restraint in expressing emotions, which is evident in her reluctance to start a conversation. The first dog, embodying English decency, delicacy, and

kindness, decides to take on this task after correctly assuming that the other dog does not wish to communicate ("If you don't talk, why, I must") earlier.

The following material reflects characteristics of English secular life connected to the welcome of visitors:

Mr. Ibister, and Betsy his sister,

Resolved upon giving a treat;

So letters they write.

Their friends to invite.

To their house in Great Camomile Street

From this passage, you can understand that in English culture, inviting a guest is typically done by sending a letter of invitation. Although there are no children's songs about waiting for guests and hospitality, this theme is reflected in many proverbs shared with children by their grandparents. Including: Aytgan joydan qolma, aytmagan joyga borma; Baxil exsondan qochar, xasis mehmondan qochar; Bir kun tuz ishgan joyingga qirq kun salom ber; yo'qcha guruch osh bo'lur, mehmon ko'ngli xush bo'lur; Mehmon kelganda bolangni koyima; Mehmonning oldiga osh qo'y, ikki qo'lini bo'sh qo'y and others.

Thankful and exhibiting the traits of Robin Redbreast, another NR, who had been invited to a tea party:

Little Robin Redbreast

Came to visit me;

This is what he whistled.

Thank you for my tea

Hearts, like doors, will open with ease

To very, very little keys.

And don't forget that two of these



Are «I thank you» and «If you please»

You can convey to young listeners or readers that politeness is an essential trait of an educated Englishman, aiding in smooth and conflict-free interactions, by likening a person's heart to a door that can be opened with small keys representing etiquette and communication formulas.

In Uzbek culture, hospitality is demonstrated by the table set for the guest and the honor and respect shown to them. Guests are traditionally served the national dish "osh," which is why it is featured in proverbs about hospitality.

Including: yo'qcha guruch osh bo'lur, mehmon ko'ngli xush bo'lur; Mehmonning oldiga osh qo'y, ikki qo'lini bo'sh qo'y and others. In English culture, guests are always treated with tea and coffee. This tradition is reflected in their songs: ...

This is what he whistled. Thank you for my tea...

Tea/coffee (English) - Osh (Uzbek)

These concepts reflect the national culture of the two nations.

It is evident that texts significantly influence the personality development of both Uzbek and English youngsters. Through receiving direct unfavorable evaluations of characters leading unhealthy lifestyles, the youngster gains a clear understanding of the traits considered socially acceptable and unacceptable. Equanimity, or the ability to regulate one's emotions, stands out as a major trait with strong national and cultural identity, and is a common subject in many writings.

DISCUSSION AND RESULTS

The cultural and geographical backdrop of Great Britain profoundly influences the content and themes found within nursery rhymes. These rhymes, steeped in the linguistic and cultural nuances of the nation, can be categorized based on their depiction of near or distant spaces. This division allows for a nuanced exploration of how these rhymes reflect and reinforce the societal norms and values prevalent in British culture.

An in-depth examination of the intimate spaces depicted in nursery rhymes unveils a rich tapestry of quintessential English traits. From the emphasis on self-discipline to the meticulous observance of etiquette and the cherished notion of private life, these rhymes serve as cultural touchstones, imparting important values to young listeners.

The recurrent portrayal of peril and adversity faced by characters in nursery rhymes offers valuable insights into the English psyche. Such narratives often underscore the importance of emotional restraint and resilience, reflecting a cultural disposition towards maintaining composure in the face of adversity. This portrayal not only shapes children's understanding of social dynamics but also contributes to their internalization of these cultural norms.

Nursery rhymes frequently depict interactions between adults and children, providing a lens through which to examine English attitudes towards youth. These portrayals often reveal a nuanced blend of care and caution, reflecting a societal ethos that values the protection of children while instilling a sense of independence and resilience.



Within the lyrical verses of nursery rhymes, one can discern the enduring values of British society. Themes such as reverence for tradition, exemplified by the monarchy, and a deep-seated affection for the natural world, symbolized by animals, serve as cultural touchstones, reinforcing the nation's collective identity.

Furthermore, nursery rhymes offer a window into the pragmatic mindset of the English people, particularly concerning economic matters. Through narratives centered on financial themes and industries such as textiles, these rhymes paint a vivid picture of a nation driven by pragmatism and industry, further solidifying its reputation as a bastion of economic prowess.

CONCLUSION

This research delves into the linguistic and cultural dimensions of classic English children's poetry, adopting a comprehensive approach to their analysis. The multifaceted nature and varied functions of nursery rhyme texts in language literature are central to this investigation. Special attention is paid to the characteristics of speech ontogenesis and the process of socialization of linguistic personality, as these factors significantly influence both the general development of individuals and their adaptation to specific national-cultural environments. Given that children are the primary audience for nursery rhyme poems, understanding their linguistic personality is paramount. The study underscores the unique role played by these texts in shaping and reinforcing elements of the English mindset,

crucial for a child's socialization in English-speaking societies.

The research adopts an integrated approach, examining conventional English nursery rhymes from multiple angles. It meticulously explores three key aspects of nursery rhyme texts: the linguistic patterns that contribute to the development of a child's linguistic personality, the universal elements of children's worldviews, and the national stereotypes associated with the application of spatial characteristics within the linguistic-cultural context of Great Britain.

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