International Journal Of Literature And Languages

VOLUME Vol.06 Issue02 2026
PAGE NO. 217-219
DOI 10.37547/ijll/Volume06Issue02-49

The Depiction of Child Characters in Uzbek Literature

Narziyeva Inobat Zoirovna
Senior teacher of the Department of Foreign Languages, Teaching Methodology Bukhara State Pedagogical Institute, Uzbekistan

Received: 31 December 2025; **Accepted:** 22 January 2026; **Published:** 28 February 2026

Abstract: This article examines how child characters are represented in modern Uzbek literature. Child figures in literary works are not merely fictional children but function as mirrors of social change, moral values, and cultural identity. By analyzing prominent Uzbek authors and texts, this study identifies key narrative strategies and themes associated with childhood. Findings show that children in Uzbek literature embody resilience, moral clarity, and transformative potential, reflecting broader socio-historical contexts. The article highlights how childhood is used as a lens to explore issues such as social injustice, cultural continuity, and personal growth. The research concludes that child characters contribute significantly to both national literary identity and the education of readers.

Keywords: Uzbek literature, child characters, narrative representation, cultural identity, social values.

Introduction: Uzbek literature has a long tradition that blends oral and written forms. Historically, Uzbek writers have used characters of all ages to reflect social realities and cultural values. In this tradition, depictions of children are particularly important; they provide insights into moral frameworks and societal expectations. Childhood figures serve as narrative devices that help authors illustrate themes such as innocence, moral development, and responses to social conditions. The purpose of this study is to analyze how child characters are portrayed in selected Uzbek literary texts, focusing on narrative roles, thematic significance, and cultural meaning. This research contributes to the understanding of Uzbek literary identity and the role of literature in social and moral education.

METHODS

This research uses qualitative content analysis of canonical Uzbek literary works that include child protagonists or significant child figures. Texts were selected based on their cultural influence and representation of childhood in different historical periods. Works analyzed include “Shum bola” by G‘afur G‘ulom, “Sariq devni minib” by Xudoyberdi To‘xtaboyev, and selected passages from novels by O‘tkir Hoshimov.

The narrative function of child characters refers to the way they contribute to the development of the plot and the expression of the author’s main ideas. In Uzbek literature, child characters are often placed at the center of events, and the story progresses through their experiences, actions, and personal growth. Their presence is not accidental; instead, writers deliberately use children to reveal social realities from a unique and emotionally powerful perspective.

One important aspect of their narrative function is that children often act as observers of the adult world. Because they are still developing emotionally and intellectually, they react sincerely and honestly to injustice, poverty, or family conflict. Through their reactions, the author can present criticism of society in an indirect but effective way. For example, when a child struggles with difficult living conditions, the reader understands the seriousness of social problems without the need for direct political commentary. In addition, child characters often undergo a process of development throughout the story. Their personal journey—from innocence to experience, from ignorance to understanding—creates the main structure of the narrative. This growth keeps the reader engaged and also allows the author to demonstrate how environment and social conditions influence

human personality. Therefore, child characters play a key role in shaping both the plot and the deeper meaning of the literary work.

DISCUSSION

Thematic Representation

The thematic representation of child characters refers to the ideas and messages that writers express through the image of the child. In Uzbek literature, childhood is commonly associated with moral purity, honesty, and emotional openness. Children are often portrayed as symbols of truth because they express their thoughts without hypocrisy or selfish motives. This allows authors to contrast the innocence of children with the moral weaknesses of adults.

Another important theme connected with child characters is resilience. Many child protagonists face serious life challenges, such as poverty, family loss, or social inequality. Despite these difficulties, they continue to hope, dream, and struggle for a better future. This representation emphasizes the strength of the human spirit and the importance of perseverance. Through such characters, writers show that moral strength does not depend on age. Furthermore, childhood is often used to explore themes of learning and personal development. Child characters make mistakes, learn lessons, and gradually develop their understanding of the world. This process reflects the universal human experience of growth. It also shows the importance of education, family influence, and social environment in shaping an individual's character. Thus, child characters are not only participants in the story but also carriers of important philosophical and moral ideas.

Contextual Significance

The contextual significance of child characters refers to how their depiction is influenced by the historical, social, and cultural environment in which the author lived and wrote. Uzbek literature has developed through different historical periods, including traditional society, the Soviet era, and the period of national independence. Each of these periods had its own social conditions, values, and challenges, which influenced literary themes. For example, in works written during times of economic difficulty, child characters are often shown struggling with poverty and social inequality. These depictions reflect the real experiences of people during that time. The child becomes a symbol of society's suffering as well as its hope for the future. In addition, child characters often reflect cultural values such as respect for family, elders, and tradition. Through the child's relationship with parents, teachers, and community, the author demonstrates the importance of moral education and social responsibility. Moreover, the use of child characters allows writers to express hopes for the future of the nation. Children symbolize the next generation, and their development represents the future direction of society. By portraying children as intelligent, brave, and morally strong, authors express optimism about cultural continuity and national progress. Therefore, the depiction of child characters cannot be separated from the historical and social context in which the literary work was created.

RESULTS

The analysis reveals several patterns:

Child characters are not marginal; they frequently drive narrative development and evoke reader empathy. They represent both moral authority and social critique — revealing adult shortcomings implicitly through youthful perspectives. Childhood is depicted in diverse ways: sometimes nostalgic, sometimes critical, but always meaningful within cultural context. These results suggest that child characters in Uzbek literature are essential for both storytelling and cultural reflection.

CONCLUSIONS

Child characters in Uzbek literature are significant, multidimensional figures. They serve narrative, moral, and cultural functions that enrich literary works and reflect social realities. Uzbek authors use children to explore themes of resilience, ethical clarity, and identity formation. This depiction contributes to national literary heritage and offers valuable insights into cultural values and social change. Moreover, child protagonists often function as a bridge between tradition and modernity, showing how cultural values are transmitted from one generation to another while also adapting to new social conditions. Through their emotional sensitivity and developing consciousness, children reveal the psychological impact of social environments more clearly than adult characters. Their experiences highlight the importance of family,

education, and moral guidance in shaping responsible individuals. As a result, the image of the child becomes not only a literary device but also a symbol of the nation's future, representing hope, continuity, and the potential for positive transformation within society.

REFERENCES

1. Jumaboev M. Uzbek children's literature. T. "Uzbekistan" 2002.
2. Gulom G. Naughty Boy. (Shum bola)Translators: Tukhtasinov I, Yuldashev U. - Tashkent: Yangi asr avlodi. - 2017.
3. To'xtaboyev X. Sariq devni minib, – Toshkent: Yangi asr avlodi, 2015.
4. Jamilova B. O'zbek bolalar adabiyoti,- Toshkent - 2019
5. Development of short story genre in Uzbek literature. N.I. Zoirovna. International Multidisciplinary Journal for Research & Development 11 (03), 2024. P.368-370 https://www.ijmrd.in/index.php/imjrd/article/view/1274
6. The gender representation in uzbek children's literature. Narziyeva I.Z. Education and innovative research 2025 y. № 6