



LINGUPOETICS OF SIMILARITIES USED IN CHILDREN'S POETRY

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Article history:	Abstract:
Received: August 26 th 2021 Accepted: September 21 st 2021 Published: October 30 th 2021	The article discusses the emergence of analogy, one of the means of artistic expression, which has a special place in Uzbek children's poetry, and its formation on the basis of children's age, thinking, worldview, psychology, attitude to the environment, animate and inanimate objects; the child is shown to have a stable place in speech; the analogies are divided into thematic groups and explained between examples.
Keywords: Uzbek children's poetry, simulation, morphological simulation, lexical-semantic simulation.	

The period of independence is one of the means of artistic representation that has a special place in Uzbek children's poetry. This phenomenon is evaluated from two different aspects. The term metaphor is also used in the literature and is interpreted differently in the sources. In particular, analogy is one of the most common ancient arts in fiction, including poetry. In the occurrence of analogy, the similarity between two things — concept, two action, and state — is taken into account [3. P. 321].

An analogy is when a certain feature of an object is compared to another object [2. P. 370].

Tashbeh (analogy) is one of the most active among the spiritual arts, the essence of which is to compare two or more things, events or properties expressed in words in terms of any similarity, commonality (quality, sign or function) between them. The purpose of the analogy is to give a clearer and deeper picture of an object or event or an object that is the object of the image. [2. B. 84].

In Uzbek children's poetry, analogy has special features. It is formed on the basis of children's age, thinking, worldview, psychology, attitude to the environment, animate and inanimate objects, and takes its rightful place in the child's speech. The analogies in children's language should be as simple and sincere as they are. The creators have taken this requirement seriously in their works and have found unique examples of analogies. For example, Dilshod Rajab used original forms of analogies in a number of his poems. In the poem "My Father's Garden" he draws a picture of a generous garden full of fruits in front of the reader, using extraordinary analogies. Dilshod Rajab "Bog" to "Bog'i Eram", "uyatchan giloschalar" to "qizarib turgan cho'g'", "nok" to "lampochka", "o'rik" to "qand", "beh" to "choybak", "yorilgan anor" to "kulib yuborgan pari", "anor donalari" to "yoqut kabi tishlar" by analogy, the poet created unique poetic images.

*Уятчан **гилосчалар**, турар **чўғдек** қизариб.
Бу хўп одобли ток-да, Егилиб турар узум.
Қара **лампочка** – **нокка**, Ёришиб кетар юзинг.*

***Қанддек**, дейсан тотисанг, Ана шу **қандак ўрик**.*

***Чойнак** тушар ёдингга, анов **беҳини** кўриб.
Пишиб **ёрилган анов** – **Кулиб юборган пари**.*

*Кўринар қатор-қатор, **Ёқут каби тишлари**. (Dilshod Rajab. "Бахши бола – яхши бола", 20-21 pages)*

In this analogy, too, the great skill of the poet, the speed of thinking, is evident.

In the sources, the presence of four elements is considered necessary for analogy: а) something to imitate; б) something like; в) the reason for the analogy is the basis for likening the two things-concepts to each other; г) a grammatical tool in simulation construction [1. P. 370].

For example: *Дарсни қилмай келибсан, Турибсан-ку бўзариб,*

***Икки юзинг шолғомдек**, Кетмаса бас, **қизариб**. (K.Turdiyeva. "Сайланма", 133-р)*

Something to be likened to in this poem "shol'om", something like "yuz", the basis of the resemblance of two things to each other "qizarish", a grammatical tool in simulation construction "- дек" appendix. The poet created a beautiful artistic image, likening the situation of a student who came to class to the appearance of a turnip.

We encounter a similar situation in the following lines:

***Гулдай** учар **капалак**,
Қизлар сочи жамалак.
Қиқир-қиқир кулади,
Дошқозонда сумалак;
Қанот ёзган **бургутдай**,
Кенгайган **қир-далалар**.*



*Эртақларда топилмас,
Бу ажойиб паллалар.* (Dilshod Rajab. "Поездинг боласи", 6-,7-pages) "Капалак" to "гул", "қир-адирлар" to "қанотини ёзган бургут" imitation gives children endless pleasure, encourages them to enjoy nature.

There are two types of analogies in children's poetry: a) simple analogies; b) complex analogies.

In simple analogies, a property specific to one object is transferred to another object. For example:

*Нок келтирганди дадам,
Нор билан кўрдим баҳам.*

*Новвотдек экан тоти,
Нашвати эрур оти.* (Абдурахмон Акбар. "Фаройиб автобус", 36-бет)

Here the word pear is likened to the word novvot on the basis of the taste sema.

In complex analogies, several properties of one object are compared to another object. Example:

*Қолаверса, Ватаним,
Бошим силаб отамдек,
Меҳр бериб онамдек,
Ўстирмоқда Хотамдек.* (У.Абдуазимова.

"Ўзбекча туш кўраман", 60-р)

In this example, the father's tolerance, the mother's kindness, Hotam's generosity are applied to only one object - the Motherland.

Parables can be divided into the following types according to the presence of a grammatical device in the analogy construction:

I. Creating an analogy using the morphological method.

1. **-дек, -дай, -симон using attachments:** *Қор, қор, қорлар, атроф порлар. Йилт-йилт нурдек, Оппоқ ундек. Шакар ундек, Шакар десам, Агар есам, Оғрир тишим.* (Ҳ.Ёқубов. "Қор", "Кулча нон", 12-саҳифа)

2. **-дайн using attachments:** *Пахтадайн оқ булут, Осмонга арқоқ булут.* (Т.Адашбоев. "Осмондаги дарвоза", 61-бет)

3. **каби, сингари, худди, гўё, мисли using attachments:** *Тўлқин каби ўйнаб ҳавода, Эсиб турар майин шаббода.* (К.Турдиева. "Сайланма", 251-бет); *Шудрингларнинг лабида қуёш. Яркирайди худди тиллақош; Самолётда учамиз, Осмонларни қучамиз, Булут гўё оппоқ қор.* (К.Турдиева. "Сайланма", 21-,252-, бетлар)

II. Creating an analogy using the lexical-semantic method.

*Насибанинг олмаси, Тушиб кетди ариққа.
Тутқич бермай ўйнайди, Ўшаб олтин*

балиққа. (Т.Адашбоев. "Насибанинг олмаси", "Кулча нон", 26-саҳифа)

One of the most important qualitative changes that have taken place in children's poetry during the years of independence is thematic research and updates. In particular, in creating the image of the Motherland, motherland, motherland, homeland, mother nature, spring, flowers, trees and animals, children's artists resorted to new forms, trying to find unique means of expression in their poems.

Based on the collected materials, the analogies used in Uzbek children's poetry can be divided into the following thematic groups:

1. Parables related to homeland, country, country of birth. The role of such analogies in children's poetry is enormous. Through them, the creators tried to awaken in the heart of the child feelings of love for the motherland, the homeland, the native Uzbekistan, and tried to make Uzbekistan look like a paradise, sun, boston, gulistan, ocean, and so on.

Examples: *Ватаним – қуёш, Бошимни силар. У менга кўз-қош, Иқболим тилар.* (Обид Расул. "Ўжар", 9-бет); *Нурли бўстон – ҳур гулистоним, Тилда дoston Ўзбекистоним.* (Ҳамза Имомбердиев, "Ўзбекистоним", For 1st grade "Синфдан ташқари ўқиш китоби"дан, 23-бет)

2. Maternal analogies. The role of the mother for the child is invaluable. The heart of a child who grows up loving and respecting his mother will be full of goodness and kindness. Poems written for children call to honor the greatest person in the world - the mother, to raise her as a worthy child. Mother is likened to the loving sun, moon, ocean, and so on.

Examples: *Баҳорга ҳам, тонгга ҳам, Гўзаллик берар она. Меҳр тафти туганмас, Қуёш каби ягона.* (У.Абдуазимова. "Ўзбекча туш кўраман", 28-бет); *Деразамдан ой боқди, Ярим тунда хонамга. Юзлари ўшаб кетди, Меҳри нурли онамга.* (Т.Адашбоев. "Осмондаги дарвоза", 194-бет)

3. Parables about school, books, teachers. School, books and teachers play a special role in the development of the child, in his becoming an active member of society. Therefore, in children's poetry there are many analogies associated with them.

Examples: *Меҳр қуёши мактабда, Билим ол деб китобдан, Хабар бериб одобдан, Янгра, янгра, баландроқ, Эй, биринчи қўнғироқ!* (Қамбар Ота. "Қуёш бола, ой бола", 16-бет); *Билим манбаи бўлмиш, Китоблар жон-у таним.* (Абдурахмон Акбар. "Уйқучининг тушлари", 90-бет); *Онажоним офтоб бўлса, Сиз осмонсиз, муаллим. Отажоним қўшиқ бўлса, Сиз дostonсиз муаллим.* (Олқор Дамин



"Муаллим", For 1st grade "Синфдан ташқари ўқиш китоби"дан, 84-бет)

4. Parables of fruit and ornamental trees. Familiarity with the world around us and nature plays an important role in developing a child's thinking. Accordingly, in children's poetry, fruits such as apricots, apples, pears, quinces, grapes, pomegranates; similarities are often associated with ornamental trees such as poplar, willow, maple, and spruce. Such analogies help to cultivate their thinking, the formation of ecological consciousness and ecological culture in them..

Examples: **Ўригимиз** пистахандак, Бир татиб кўр **асал, қанддек**. Шохда ғуж-ғуж олтин мисол, Кўзинг олар, Қолдириб лол. (Эркин Қамбар. "Пистахандак", 12-бет); **Ўригимиз** гуллади, **Гуллари** лўппи-лўппи. Гўё бирдан бошига, Кийди у **гулли дўппи**. (М.Ҳақимова "Фўра", 1-синф учун "Синфдан ташқари ўқиш китоби"дан, 69-бет)

5. Parables related to flowers. The task of fiction, especially poetry, is to instill in children an aesthetic taste, to bring them up as well-thought-out, sensitive-hearted people. To achieve this goal, children's poets made effective use of parables associated with flowers.

Examples: Мен муҳаббат деган ҳисни, Ўшатмасдим гулларга, **Бинафшадек хушбўйларга, Лоладек сулувларга**. (К.Турдиева. "Сайланма", 467-бет)

6. Pet-related analogies. Character, originality in children begins with their warm attitude towards pets: sheep, lambs, cows, calves, horses, and so on. The creators have mastered this very well and have always tried to transfer the characteristics of pets to other objects in their poems. Through this, the main goal was to develop feelings of compassion in children.

Examples: **Отим, отим, жон отим, Йўқдир сенинг қанотинг. Аммо қушдай учасан, Манзилларни кучасан. Чух! Чух! Чух!** (У.Абдуазимова. "Ўзбекча туш кўраман", 16-бет); **Поезд** учар шимолга, **Йўрға** отдек пилдираб. Ўтиб кетди орадан, Ўттиз йил ҳам ғилдираб. (Т.Адашбоев. "Осмондаги дарвоза", 89-бет)

7. Parables related to birds. One of the biggest interests of children are birds such as swallows, nightingales, sparrows, pigeons, crows, falcons, eagles. The depiction of their characteristics in poetic works helps to cultivate the most noble feelings in the child's heart, to understand the beauty.

Examples: Гапиришни билмас эди, ҳали унча **Барчиной**, Энди эса **булбул каби тинмай сайрар сўзга бой**. (К.Турдиева. "Сайланма", 61-бет); **Самолёт** каби тинмай, **Кўкда** учар қарчиғай. (Абдурахмон Акбар. "Фаройиб автобус", 74-бет)

8. Parables related to birds. The use of such analogies encourages the child to observe nature, helping to learn the characteristics of birds such as ducks, geese, chickens, roosters, and chickens.

Examples: **Хўроз думи ўроқдек, Қалдирғочники қайчи. Маймуннинг думи эса, Мисоли узун қамчи**. (Дилшод Ражаб. "Яхши бола – бахши бола", 66-бет)

9. Wildlife-related analogies. Mastering the characteristics of wild animals is important in a child's life. Growing up feeling the savagery of animals such as lions, lions, wolves, the cunning of foxes, the weakness of rabbits, deer, etc., a child later becomes an impartial person who correctly evaluates the events of life..

Examples: **Баланд уйдек баланд фил, Ёқтирмайди ҳазилни. Ахир, шундай гавдани, Кўтармоқлик ҳазилми? Тағинам нақ супрадек, Қулоғида зирак йўқ**. (У.Абдуазимова. "Ўзбекча туш кўраман", 34-бет)

Well-known poetess U.Abduazimova tried to find new similarities and comparisons in her poems included in the collection "I dream in Uzbek". For example, he describes the giraffe's neck as an elevator, a teapot handle, its color as a market stall, and itself as a tower:

**Бўйни узун жирафа,
Узун бўйнидан хафа.
На елка, на кифти бор.
Лекин бўйни – "лифти" бор.
Уни дерлар эркалаб,
"Олачипор минора!"
Бўйни чойнак дастаси,
Ранги бозор растаси"**. (У.Абдуазимова

"Жирафа", 32-33 бетлар)

10. Analogies related to natural phenomena. Understanding the peculiarities of nature, observing the unique situations of spring, summer, autumn and winter develops the child's taste and intellect. The analogies of natural phenomena used in children's poetry serve precisely this purpose.

Examples: Биз сув ичган **булоқлар, Биллур каби ярақлар**. (У.Абдуазимова. "Ўзбекча туш кўраман", 46-бет); **Авжга чиқди ёмғир чунон, Булут гўё сим элак. Тўлиб-тошди Гулнорахон, Тарновга кўйган челак**. (Т.Адашбоев. "Осмондаги дарвоза", 52-бет)

11. Similarities with buildings, roads. Knowing the characteristics of natural objects changes a child's life in a positive way, inspired by them, children strive to keep buildings, roads, the place where they live clean and tidy, and to build such buildings themselves. Therefore, it is very important for the child to know the analogies associated with them.



Example: **Йўллар, йўлаклар** бу чоғ
Ярақлар кўзгу каби. (Абдурахмон Акбар.
"Уйқучининг тушлари", 138-бет)

12. Parables about mythical things. Mythological symbols such as dev, pari, jinn, ajina have a special place in the upbringing of children. Under the influence of fairy tales and legends, the character of a child who lived in fear of them may later develop the character of cowardice. Therefore, the full depiction of the characters inherent in such emblems in poems helps to develop the qualities of courage and bravery in children.

Examples: **Дев-чи келар** лапанглаб, **Оғзин очиб тандирдай.** (Анвар Обиджон, "Ғалати мактублар", 51-бет)

It should be noted that in many cases the basis of analogy may be omitted at the request of the poet. For example: *Не-не таъриф-ташбеҳ битдилар, Мангу илҳом, мангу имконсан. Икки дарё оралиғида, Жўшиб ётган улкан уммонсан.* (Дилшод Ражаб "Бахши бола – яхши бола", 3-бет); *Безорилик қилганларнинг Жазосини бераман. У дарахтдан бу дарахтга Қушдек учиб юраман.* (Ш.Салимова. "Ҳайвонот оламига саёҳат", 16-бет);

The words "Homeland" are omitted in the first sentence and "monkey" in the second sentence.

In general, the use of analogies in Uzbek children's poetry is one of the most effective means of artistic expression. Observations in children are important in comparing, comparing, distinguishing the most important of them, and teaching them to use them in their own lives.

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