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ANTHROPOCENTRIC MOTIFS IN KHOREZM CHILDREN'S FOLKLORE AND  
THEIR SOCIO-CULTURAL SIGNIFICANCE

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**Annotation:** This research paper is dedicated to analyzing the role of children's folklore in exploring the multifaceted connections between individuals, society, and the cultural environment. The article examines the essence of anthropocentric elements in samples of children's folklore from the Khorezm oasis, their didactic significance in shaping children's worldviews, and their role in the process of social adaptation. The study provides a scientific basis for the functional characteristics of folk oral traditions in enhancing children's emotional intelligence, feelings of heroism and patriotism, and ecological culture.

**Keywords:** children's folklore, anthropocentrism, Khorezm folk literature, social identification, ecological awareness, collective memory, didactics, spiritual values.

The study of children's folklore serves as a foundation for understanding the cultural codes formed throughout human civilization and the intrinsic link between society and the individual [5]. The unique worldview, lifestyle, and values of every nation are vividly reflected in its oral traditions, particularly in folklore intended for future generations [6]. The interpretation of anthropocentric elements in cultural narratives—placing the human being at the center of existence—reflects this perspective and yields various social outcomes. These elements analyze not only the individual's connection with nature and social structures but also their personal internal experiences.

Through children's folklore, a child's perception of the world, their place within it, and their attitude toward surrounding reality are formed [4]. In particular, Khorezmian folk literature, with its ancient roots and rich epic traditions, masterfully narrates human struggles, life conflicts, and achievements within children's tales [7]. This method helps foster self-confidence in children from an early age and increases their ability to overcome challenges they may encounter in life. Anthropocentric motifs allow children to connect spiritually with ancient cultural narratives inherited from their ancestors, which is crucial in the process of realizing national identity [9].

The role of anthropocentric elements in folklore samples is primarily didactic, serving as a tool for transmitting the moral and ethical norms of society to the next generation [1]. Through the tales, legends, and narratives they hear, children come to understand the difference between good and evil, courage and cowardice, and generosity and greed [2]. Families and local communities instill social values into children precisely through these vivid stories. In Khorezmian folklore, especially in heroic epics and fairy tales, motifs of bravery inspire children to strive toward becoming virtuous individuals [10].



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The human image placed at the center of any narrative reinterprets its relationship with society through action, and this process shapes personal identification in the listening child [7]. Anthropocentric motifs are not merely individual stories but a resource embodying the collective experience of an entire nation and the lessons learned from past trials [8]. These resources create broad opportunities for children to understand their social and personal identities during their development. The multifaceted nature of these interactions shows that while such motifs may vary across different cultural environments, their core essence remains dedicated to human perfection.

In Khorezmian folk legends, the symbiotic relationship between nature and man holds a special place [3]. Stories about how nature influences people and how humans perceive nature expand children's ecological worldview. In today's era of globalization and environmental crises, the motifs of respect for nature found in children's folklore are increasingly relevant in fostering a sense of responsibility toward the environment. Such motifs evoke a love for the motherland and a desire to preserve it, while also supporting social and cultural growth. For instance, in legends that are the shared heritage of Uzbek and Turkic peoples, the sanctity of trees, animals, and water sources—and man's relationship to them—is elevated to the level of social norms [3]. This process helps the child not only develop as an individual but also feel like a part of the global ecosystem. Such an approach shapes children's future social relations, nurturing empathy and care for other living beings.

The consequences of anthropocentric elements fundamentally transform children's understanding of the world and serve as a vital factor in developing their social skills and emotional intelligence [6]. Over time, these concepts, reinforced in the child's mind, define their temperament and character traits. Unique folk legends, while developing an individual's social identification, also serve to preserve national memory [8]. Plotlines built around a human center in folklore create a psychological space for children to easily adopt social norms [2]. Therefore, the study of children's folklore is not merely a philological or ethnographic endeavor but a complex interdisciplinary field based on human psychology and the collective memory of society. Anthropocentric motifs in Khorezmian folk literature demonstrate the depth of individual and social connections, proving the dynamic and ever-renewing nature of folklore [10].

In conclusion, it can be said that anthropocentric motifs in children's folklore are of incomparable importance in raising the younger generation as well-rounded individuals and in their adaptation to the socio-cultural environment. The rich treasure of Khorezmian oral folk art not only provides artistic pleasure to children but also teaches them life wisdom, national values, and moral principles. Through these motifs, self-confidence, respect for nature, and a sense of responsibility toward society are formed. In the future, a deeper study of folklore themes and motifs, and researching their connection with modern pedagogy and psychology, will serve to enrich our national pedagogy. Folklore is not merely an echo of the past, but a spiritual foundation used to build the future.



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