

THE CONCEPT OF MORAL EDUCATION IN THE CHARACTERS OF DRABBLES IN UZBEK AND ENGLISH LITERATURE

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Abstract: This article examines how the concept of moral education is represented through characters in Uzbek and English drabble literature. By analyzing key examples from both literary traditions, the study explores how ethical and educational values are conveyed in micro-narratives. The article draws comparisons between the collective, culturally grounded values in Uzbek literature and the more individual-centered moral dilemmas found in English drabbles. The findings suggest that, despite differing cultural frameworks, both literatures employ character development as a means to convey educational and moral messages.

Keywords: drabble, moral education, ethics, character, Uzbek literature, English literature, miniature prose, cultural values.

In an age of globalization, literary forms continue to evolve and gain cross-cultural relevance. One such form is the drabble, a short story composed of exactly 100 words, designed to convey a powerful idea within a miniature frame. While compact in structure, drabbles offer rich potential for expressing ethical, social, and pedagogical themes. This article focuses on the representation of moral education in the characters of drabbles in Uzbek and English literature, exploring how these micro-narratives reflect differing cultural and educational paradigms.

Uzbek drabble literature is deeply rooted in traditional values, including respect for elders, familial obligations, honesty, and patience. Prominent Uzbek writers such as Xurshid Do'stmuhammad and Muhammad Ali frequently use the drabble form to highlight moral dilemmas rooted in societal expectations. In these texts, characters often undergo personal trials where moral values such as loyalty, humility, or self-restraint are tested. For example, in a typical Uzbek drabble, a young child may disobey their parents and face a symbolic punishment, reinforcing the cultural emphasis on obedience and intergenerational respect. These stories often rely on implicit moral lessons, allowing readers to draw their own ethical conclusions. Uzbek drabbles commonly reflect collective morality, drawing from Islamic and national traditions. The characters' moral development aligns with the expectations of the community, thereby reinforcing shared norms and behaviors.

In contrast, English drabble literature frequently emphasizes individual agency, inner conflict, and personal responsibility. Writers such as David Gaffney and Helen Simpson explore themes of freedom, self-reflection, and ethical ambiguity through their characters. English drabbles often present characters caught in complex moral situations — for example, deciding whether to lie, conform, or tell a difficult truth.

Rather than reinforcing communal expectations, these stories tend to encourage self-discovery and moral independence. The reader is often positioned as a critical observer, invited to evaluate the character's choices rather than accept a singular moral lesson. In these narratives, moral education is not about adherence to tradition but about confronting gray areas and understanding the consequences of one's actions. This reflects broader Western pedagogical traditions that emphasize critical thinking, autonomy, and ethical reasoning.

The comparison reveals key differences in moral emphasis:

- Uzbek drabbles prioritize community, tradition, and obedience.
- English drabbles prioritize individuality, conscience, and choice.

Yet both traditions use character development to transmit moral ideas. In both, brevity sharpens the focus on a singular moment of ethical tension or transformation. Through concise storytelling, writers in both cultures highlight the transformative power of moral choice, whether rooted in societal norms or individual reflection.

Furthermore, the minimalist nature of drabbles allows for open interpretation, inviting readers to participate in constructing meaning — a feature that enhances the educational value of the genre.

Drabbles in both Uzbek and English literature offer profound insights into how moral education is culturally encoded through character representation. Despite differing philosophical and cultural frameworks, both traditions aim to cultivate moral awareness and critical reflection in the reader. As a concise yet expressive form, the drabble serves as a unique literary tool for moral instruction across cultures.

This comparative approach not only highlights the richness of the drabble genre but also underscores its relevance in contemporary pedagogical and literary discourse. Despite its brevity, the drabble form holds significant power in shaping moral imagination. Because of their compact structure, drabbles require the reader to engage more actively in meaning-making. This interactive aspect creates a more internalized moral learning process. Rather than being told what is right or wrong, readers are gently led toward reflection by empathizing with the characters' dilemmas.

In Uzbek readers, the identification with culturally familiar situations — such as family conflict, honor, or religious values — reinforces existing moral frameworks. In English readers, the drabble often stimulates questioning of norms, inviting a more exploratory moral engagement.

Moreover, drabbles promote intergenerational moral discourse, especially in classrooms. When used in teaching, they help bridge moral perspectives across languages and generations.

Based on the findings and examples analyzed, the following recommendations are proposed:

For Literary Scholars:

- Encourage more cross-cultural comparative studies in short forms like drabbles to reveal ethical universals and divergences.
- Document and publish regional drabbles, especially in Uzbek, to preserve and analyze evolving cultural values.

For Educators:

- Incorporate drabbles into ethics and literature curricula to foster critical thinking.
- Use bilingual or translated drabbles for language learning integrated with moral education.
- Assign drabble writing as a reflective task for students to express personal or social values creatively.

For Writers:

- Explore underrepresented moral themes (e.g., environmental ethics, digital behavior, gender roles) through the drabble format.
- Maintain cultural authenticity while crafting universally resonant ethical narrative

In conclusion, the concept of *tarbiya* (moral upbringing) as reflected in drabble characters is not merely a literary device, but a mirror of cultural consciousness. Uzbek and English drabbles differ in narrative focus — collective versus individual — yet both strive to engage readers in profound moral contemplation.

The drabble's limitation in length is its strength: it compels both writer and reader to distill ethical complexity into emotional clarity. As such, this miniature genre holds immense pedagogical and philosophical significance in shaping the future of moral literature across cultures.

By examining how moral education is encoded in the smallest of literary spaces, we gain deeper insight into the largest of human questions.

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