

ONCE UPON A TIME, THE ETERNAL CLASH BETWEEN GOOD AND EVIL CONTINUED...

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Abstract: This article examines samples of Uzbek and English oral folklore — fairy tales — through comparative analysis. As examples, the tales "*Yaxshilik va Yomonlik*" (Good and Evil) and "*The Master and His Pupil*" are analyzed. The study highlights the artistic images found in these stories and explores their meanings. It also discusses the influence of good and evil on human life, including the potential negative consequences they may bring. Furthermore, the article addresses the impact of fairy tales on children's psychology.

Key words: "Goodness and Evil", "The Master and His Pupil", Psychological Effects/Impact, Pedagogical Value, Folklore Fairy Tales

Annotatsiya: Ushbu maqolada o'zbek va ingliz xalq og'zaki ijodi namunalari — ertaklar chog'ishtirma tahlil asosida o'rganiladi. Misol sifatida "Yaxshilik va Yomonlik" hamda "The Master and His Pupil" ertaklari tahlil qilinadi. Unda ertaklarda uchraydigan badiiy obrazlar va ularning ma'nosi haqida tushunchalar yoritilgan. Shuningdek, yaxshilik va yomonlikning inson hayotiga ta'siri, keltirishi mumkin bo'lgan zararli oqibatlari ham ko'rib chiqiladi. Maqolada, bundan tashqari, ertaklarning bolalar psixologiyasiga ko'rsatadigan ta'siri haqida ham fikr yuritilgan.

Kalit so'zlar: "Yaxshilik va yomonlik", "The Master and His Pupil", psixologik ta'sirlar, pedagogic qiymati, folklore ertaklar.

Introduction

Every nation has its own unique artistic works and rich literary heritage, and particularly, oral traditions such as fairy tales, fables, and stories are an inseparable part of this heritage. These works have spread from ancient times to the present day, serving as an important means of expressing the people's worldview, values, and hopes. Specifically, in both Uzbek and English literature, folk tales serve as vivid examples of this. While Uzbek folk tales emphasize virtues such as hard work, honesty, and patience, English folk tales highlight ideas of courage, freedom, and justice. It is essential to preserve and pass down this artistic heritage to future generations. One example of a collection of Uzbek folk tales is "Non va Tilla Ertaklar" (Bread and Gold Fairy Tales), compiled by M. Yusupova. This collection includes some of the finest examples of the fairy tale genre from the oral tradition, and its contents are rich in educational value, offering important lessons for readers. The fairy tales included in this collection

are crucial for shaping children's moral views. Stories such as “Chalpak Yog‘gan Tun” (The Night the Rain Fell), “To‘ydiboy,” “Yaxshilik va Yomonlik” (Goodness and Evil), and “Dono Chumchuq” (The Wise Sparrow) are among them [Yusupova, M, 2019, p. 6, 17, 56, 125]. Additionally, the collection contains dozens of other exemplary fairy tales, which reflect the life experiences and values of the Uzbek people. When we turn our attention to English folklore, one cannot overlook the famous collection of thirty folklore tales compiled by the writer Joseph Jacobs in his book “English Fairy Tales”. In addition to fairy tales, this book also includes fables and moral and educational themes. Examples of popular fairy tales that children love to read, hear, and watch include “Mouse and Mouser,” “Whittington and His Cat,” and “The Master and His Pupil” [Joseph Jacobs, 2005, p. 34, 48, 105]. By comparing Uzbek and English folk tales, we gain insight into the cultural values and worldviews of both nations. Specifically, a comparative analysis of the English folk tale “*The Master and His Pupil*” and the Uzbek folk tale “*Yaxshilik va Yomonlik*” (Goodness and Evil) allows us to draw conclusions about the life philosophies of each nation.

Method

Both “Good and Evil” and “The Master and His Pupil” tales depict the struggle between good and evil. In “Good and Evil”, the inner conflict of humans between good and evil is portrayed through animals — the snake and the fox — symbolizing the battle between light and darkness. The snake represents evil, embodying cunning and deceit, while the fox symbolizes trickery and manipulation.

“Then the fox said:

— I don’t believe it. How can such a big snake fit into such a small sack? — he said.

The snake replied:

— If you don’t believe it, go ahead and jump into the sack, you’ll see! — he said.

— Go ahead, jump! — said the fox.

The snake quickly entered the sack.

The fox looked at him and said:

— Hey, man! The snake has entered the sack, don’t waste time! — he said”

[Yusupov.M, 2019, p.56].

The snake, as a symbol of evil, represents dark forces within humans, such as their vices, desires, and manipulations. The fox, on the other hand, represents evil through cunning and deceitful actions to achieve its own interests. In the symbolic sense, the fox embodies human traits of manipulation, selfishness, and using others for one’s gain.

The story emphasizes that goodness overcomes evil through its inherent strength. In “The Master and His Pupil”, the relationship between the master and the pupil teaches moral lessons. The pupil’s failure to heed the master’s

advice leads to disastrous consequences. The story warns that by respecting wisdom and following moral guidance, negative outcomes can be avoided.

“It was written with red and black ink (ink), and much of it he could not understand; but he put his finger on a line and spelled it through. At once the room was darkened, and the house trembled; a clap of thunder rolled through the passage and the old room, and there stood before him a horrible, horrible form, breathing fire, and with eyes like burning lamps. It was the demon, Beelzebub, whom he had called up to serve him” [Jacobs.J, 1967, p.105].

In the story, the demon, or Beelzebub, appears as a representation of evil. His terrifying and malevolent presence symbolizes inner darkness within humans, such as greed, selfishness, and destructive desires. The demon in the story stands in opposition to the pupil's search for redemption and represents the choices humans make in their moral struggle. In the symbolic sense, the appearance of the demon or creature signifies a crucial moral decision the individual must make, reflecting their battle between good and evil, and the path they choose to take in life.

Both tales share a strong moral lesson, goodness and wisdom lead to the right path, while evil and ignorance bring ruin. In this way, both stories underline the importance of being guided by moral values, whether in a spiritual, social, or personal sense, to live a life free from the dangers of deceit, ignorance, and negative consequences.

Result

The pedagogical value of a fairy tale lies in the fact that students are delighted to see truthfulness and honesty prevail, the poor overcoming difficulties, goodness and virtue triumphing, and evil and wickedness being condemned. [Abdullaeva, O, 2021, p. 1586]. Fairy tale therapy, which uses fairy tales as a psychological method, plays an important role in addressing issues such as education, correcting behavior, preventing psychological distortions, and providing psychological and psychotherapeutic support. In this way, fairy tales serve not only as a tool for teaching moral lessons but also as an effective means of resolving psychological issues [Axmedova.M, 2024, p.94]. In the article *"The Role of Fairy Tales in Psychological Well-being and Education"* by Chiara Ruini, we can further explore how fairy tales are applied in the psychotherapy process and how they support psychological growth and personal development. The article emphasizes that fairy tales serve as an important tool in improving an individual's inner struggles and emotional state.

Conclusion

In conclusion, fairy tales are shaped based on the unique traditions and worldviews of each nation. Folklore tales, in particular, serve as clear examples of this, as they have been passed down from generation to generation through oral storytelling since ancient times. Stories such as *"Good and Evil"* and *"The Master and His Pupil"* have a positive influence on people and encourage them toward goodness. At the same time, such tales can sometimes lead to

psychological issues and misunderstandings in the mind. This can also be confirmed through the views of scholars who have conducted research on this subject.

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