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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

GENRE CHARACTERISTICS OF AZERBAIJANI AND ENGLISH CHILDREN'S FOLKLORE

Speciality: **5719.01 – Folklore-study**
Field of science: **Philology**
Applicant: **Nigar Fikrat gizi Aghayeva**

BAKU – 2021

The work was performed at the Department of “Modern folklore” of the Institute of Folklore Azerbaijan National Academy of Sciences.

Scientific supervisor: Doctor of Science in Philology, Professor
Fuzuli Kheyrolla oğlu Gozalov

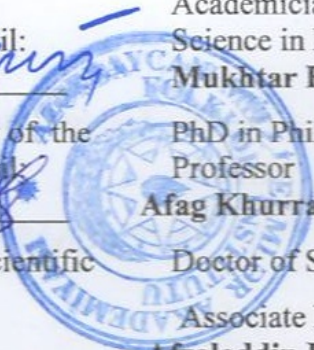
Official opponents: Doctor of Science in Philology,
Associate Professor
Ramazan Oruj oğlu Gafarli
Doctor of Science in Philology, Professor
Maharram Pasha oğlu Gasimli
PhD in Philology, Associate Professor
Mahammad Mammadsaid oğlu Mammadov

Dissertation council ED 1.27 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Institute of Folklore Azerbaijan National Academy of Sciences

Chairman of the
Dissertation Council: 
Academician, Doctor of
Science in Philology, Professor
Mukhtar Kazim oğlu Imanov

Scientific secretary of the
Dissertation Council: 
PhD in Philology, Associate
Professor
Afag Khurram gizi Ramazanova

Chairman of the Scientific
Seminar: 
Doctor of Science Philology,
Associate Professor
Afzaladdin Daghbeyi oğlu Asgerov



GENERAL CHARACTERISTICS OF THE DISSERTATION

The actuality of the subject and research degree. Comparative study of genre features of Azerbaijani and English children's folklore is one of the urgent problems of folklore. The relevance of the subject is defined by several factors:

First, the actuality of children's folklore research. Children's folklore forms a special layout of folklore with folklore samples that are created by adults for children, created by children themselves as well as their joint creativity. The main importance of these folklore samples in our modern era is the ethical-aesthetic life experience in these examples. Children's folklore, along with all its interesting features serves to nurture a growing generation and to pass the ethnic experience to children. The experience of the national life of each nation is embodied in children's folklore to the extent that children can perceive. In this regard, the study of children's folklore has particular relevance in terms of revealing and studying the world outlook, national-moral values of the people living in folklore and in the education of the modern generation.

Second, comparative study of Azerbaijani children's folklore with English children's folklore especially actualizes the above mentioned factor. In the context of modern globalization, English folklore, including children's folklore is being specifically promoted. As English folklore is used in the status of practical literary examples in the study of English, it is also spread worldwide through the film industry. This, in turn, leads to disappearance, oblivion and ultimately, disintegration of peoples and cultures with smaller integration capabilities. Considering that Independent Azerbaijan covers only a short period of integration experience into the modern world culture, there is a great need to introduce our folklore to the world level. In this context, children's folklore is especially relevant. Our folklore characters such as Goychak Fatma, Jirtan, Dove, Div (ogre), Malikmammad, Phoenix, etc. don't fall behind the popular

folklore symbols being promoted around the world in terms of their artistic and aesthetic purpose, humanitarian and psychological values. In this regard, the comparative study of Azerbaijani children's folklore with English children's folklore, which has been risen to the level of the leading cultures of the world culture, has particular importance in terms of recognizing, promoting and studying our folklore in the world. Such comparative research is one of the factors contributing to the sustainability of our national culture in a globalized world, drawing the attention of world scientists to Azerbaijani folklore.

Third, this work, dedicated to the comparative study of genre features of Azerbaijani and English children's folklore, mainly based on theoretical and methodological sources of Azerbaijan folklore. It also means the comparative evaluation of children's folklore samples in the context of scientific and theoretical achievements of Azerbaijani folklore. Traditions of Azerbaijani folklore were formed within the methodological framework of the Soviet school of folklore in the 20th century. In Soviet folklore, the study of folklore texts as an example of literature was the leading direction. In Western, including English scholarship, folklore has been studied more and more in the context of socio-anthropology. In this respect, comparative study of genre specificity of Azerbaijani and English folklore enables the inclusion of Western folklore traditions into the national folklore.

Fourth, as international relations grow around the world, the peoples of the world want to be acquainted with each other better, to integrate across cultures, to deepen cultural ties and to strengthen scientific ties. In this regard, taking into account the transportation, transmission and change mechanisms of folklore to study the oral creativity of two peoples - Azerbaijan and English makes the theme even more relevant.

Fifth, despite the origin, history, language affiliation, geographical location, and differences of tradition, the closeness of Azerbaijani and English children's folklore is due to the fact that the world of

children is almost the same. In modern times there is a great need for the study of folklore of the peoples of the world, as well as children's folklore. As far as we become familiar with folklore studies the differences between nations are diminishing. In children's folklore these differences are minimized. When we look at children's folklore from around the world, we see conformity and closeness in the children's world. Child is the same everywhere.

The object and subject of research. The *objects* of the research are samples of Azerbaijani and English children's folklore. Both nations have created beautiful examples of children's folklore. As in Azerbaijani children's folklore, English children's folklore has a wide range of topics and has many forms. The study involves one of the more archaic, early models of children's folklore samples of both nations.

Children folklore has a lot in common. But there are some differences. In this regard, *the subject* of the research is a fundamental and a comparative typological analysis of the genres of Azerbaijani and English children's folklore.

During the observation of the *research degree* of the topic in Azerbaijani folklore we should note that since the subject is almost the first time has been involved in research, along with valuable scientific works of a number of prominent folklorists, materials on the history, ethnography, culture and linguistics were also applied. In the dissertation the problem of Azerbaijani-English folklore is investigated on the basis of children's folklore material in the oral creativity of both nations.

The genre problems of Azerbaijani children's folklore were mentioned in the works of Vagif Valiyev, Pasha Efendiyev, Azad Nabyev, Zahid Khalil, Fuzuli Bayat, Ramazan Gafarli, Gara Namazov, Shahin Khalilli, Elchin Aslanov¹ and the genre problems

¹ Valiyev, V. Azerbaijani folk literature / V.Valiyev. – Baku: ASU Publishing House, – 1970, – 439 p.; Valiyev, V. Azerbaijan Folklore / V.Valiyev. – Baku: Maarif, – 1985. – 416 p.; Efendiyev, P. Azerbaijan folk literature / P.Efendiyev. – Baku: Science and Education, – 2013. – 600 p.; Nabyev, A. Genres of Azerbaijani

of English children's folklore were mentioned in the works of Edward B. Tylor, John Newbery, James Orchard Halliwell, Alice Bertha Gomme, Iona Opie and Peter Opie, Andrew Lang, Lavinia Edna Walter, Delamar Gloria T., Brian Sutton Smith, Elizabeth Tucker². Although these studies cover different problems of

folklore / A.Nabiyev. – Baku: ASU Publication, – 1983. – 88 p.; Khalilov, Z. Azerbaijan children's literature and folklore: / Candidate's thesis. / – Baku, 1973. – 179 p.; Bayat, F. From Shaman to semazen: Game and Player / F.Bayat. – Baku: Science and Education, – 2017. – 228 p.; Gafarli, R. Genre system and poetics of children's folklore / R.Gafarli. – Baku: Science and Education, – 2013. – 540 p.; Namazov, G. Azerbaijan children's literature (textbook) / G.Namazov. – Baku: Maarif, – 1984. – 331 p.; Khalili, Sh. Azerbaijan-English literary relations (based on folklore materials) / Sh. Khalili, ed. V.Arzumanli. – Baku: Azerbaijan National Encyclopedia NPB, – 2002. – 216 p.; Aslanov, E. Folk game, folk performance: Explanatory word book of sayings and names in our folk game-play culture / E. Aslanov. – Baku: Ishig, – 1984. – 275 p.

² Tylor, E.B. Primitive Culture: (in 2 vol.) / E.Tylor. – London: John Murray, Albemarle, – Vol. I. – 1871. – 453 p.; Tylor, E.B. Primitive Culture: (in 2 vol.) / E.Tylor. – New York: Henry Holt And Company, – Vol. II, – 1889. – 470 p.; The Original Mother Goose's Melody / As First Issued by J.Newbery. –London: about A. D., – 1760. – 92 p.; Mother Goose's Melody or Sonnets for Cradle / comp. T.Carnan. – London: Stationers' Company, – 1780. – 92 p.; The True Mother Goose Songs for the Nursery or Mother Goose's Melodies for Children / not., pict. B.McManus. – Boston and New York: Lamson, Wolfe, and Company, – 1896. – 138 p.; Halliwell-Phillipps, J.O. The Nursery Rhymes of England / J.O.Halliwell-Phillipps. – London: Percy Society, – 1842. – 192 p.; Halliwell-Phillipps, J.O. The Popular Rhymes and Nursery Tales of England / J.O.Halliwell-Phillipps. – London: John Russell Smith, – 1849. – 288 p.; Gomme, A.B. The Traditional games of England, Scotland and Ireland: (in 2 vol.) / A.B.Gomme. – London: David Nutt, – Vol. 1. – 1894. – 433 p.; Gomme, A.B. The Traditional games of England, Scotland and Ireland: (in 2 vol.) / A.B.Gomme. – London: David Nutt, – Vol. 2. –1898. – 531 p.; The Oxford Dictionary of Nursery Rhymes / ed. I.Opie, P.Opie. – New York: Oxford University Press, – 1951. – 559 p.; ² Lang, A. The Nursery Rhyme Book / A.Lang. – London and New York: F. Warne and Co, – 1897. – 288 p.; Walter, L.E. Mother Goose's Nursery Rhymes / E.L.Walter. – London: A and C Black ltd, – 1922. –180 p.; Delamar, G.T. Mother Goose, From Nursery to Literature / G.T.Delamar. –Lincoln, Nebraska: Universe; Illustrated edition, – 2001. – 336 p.; Children's folklore: a Source Book / ed. B.Sutton-Smith. – Logan, Utah: Utah State University Press, – 1999. – 378 p.; Tucker, E. Children's

Azerbaijani and English children's folklore, Azerbaijani and English children's folklore have not been involved in comparative-typological research. In this respect, the theme of the research is original.

The aim and objectives of the research. The main provisions to be defended are to identify typological features on the basis of comparative study of children's folklore genres, which develop on their own national traditions of the Azerbaijani and English people. This goal implies to accomplish four key tasks:

1. To study the actual problems of genesis and research of children's folklore samples of both nations;
2. Determining the typological features of lyrical children's folklore of both nations on the basis of comparison of poetic genre indicators;
3. Determining comparative analysis and typological features of epic genres in children's folklore of both nations;
4. Comparative study of children's games of both nations, revealing typological common features.

Research methods. The research is based on the theoretical and methodological framework of Azerbaijani and English scholars on children's folklore. From this point, theoretical and practical experience of the works of Azerbaijani and English scholars in the study of children's folklore such as Vagif Valiyev, Pasha Efendiyev, Azad Nabiyev, Zahid Khalil, Fuzuli Bayat, Ramazan Gafarli, Kara Namazov, Shahin Khalilli, Elchin Aslanov and Edward B. Tylor, John Newbery, James Orchard Halliwell, Alice Bertha Gomme, Iona Opie and Peter Opie, Andrew Lang, Lavinia Edna Walter, Delamar Gloria T., Brian Sutton Smith, Elizabeth Tucker were taken as a basis.

The dissertation is based on historical-comparative and comparative-typological research methods. The comparative context allows defining typological features of Azerbaijani and English children's folklore, historical approach has allowed us to identify the

factors that contribute to these typological relationships and to see the developmental features of these similarities.

The main provisions of the defense. In the dissertation the following provisions are made for defense:

1. Children's folklore is an integral part of both Azerbaijani and English folklore, the intangible cultural heritage, and the lives of both peoples. Examples of children's folklore which are a major part of oral tradition have been created taking into account the age characteristics and psychology of children in terms of ideas, content, and form.

2. Archaicism, traditional for oral creativity in both Azerbaijani and English children's folklore genres is preserved in both form and content. Children's folklore that contains traces of the early primitive lifestyle reflects comprehension of the early stages of development processes in the human society.

3. Children's Folklore are all material, spiritual, written, oral, lively creativity samples that are created by both adults and children themselves, as well as joint creation and that appeal to children's thinking and reflect children's world. In order for the folklore samples to be considered children's folklore it must be created by children themselves, adults for children, as children and for children in a form and manner that appeal to the children's world and carry the aesthetic capabilities of the children's world.

4. Both Azerbaijani and English children's folklore are rich in theme, form and motif. Children's folklore contains a certain amount of traces of the earliest human societies. It is possible to observe the national spirit, lifestyle, cultural level of language and national thinking of both Azerbaijan and the English people in the comparative children's folklore genres.

5. Although the lyrical, epic genres and children's games of Azerbaijani and English folklore vary somewhat in form, they are close to each other in terms of content and quality. Therefore, geographical distance between nations is not a prerequisite for cultural differences. The themes of both Azerbaijani and English

children's songs are quite colorful. Although the themes and forms of the epic genres look different, it is seen that some examples are close and generally have the same ideas. Azerbaijani and English children's games are rich in archaic ideas, customs and traditions.

6. Comparison between the genres of Azerbaijani and English children's folklore reveals the existence of similarities as well as differences. As a result of archaic thinking in the archetype all nations, including Azerbaijan and English folklore genres of children's folklore are both rich and close to each other in the content. These genres were created and multiplied on the basis of poetic traditions established over many centuries.

The scientific innovation of the dissertation. The main novelty of the dissertation work is, first and foremost, the originality of the topic. Thus, the comparative study of Azerbaijan and English children's folklore was conducted for the first time in this dissertation. The originality of the problem caused the novelty of its results. In this respect, many new results have been obtained in this study. They can be grouped approximately as follows:

- Genre classification of Azerbaijani and English lyrical children's folklore was performed; characteristic features were analyzed, common and distinctive features have been identified;

- Genre characteristics of Azerbaijani and English lyrical children's folklore samples were analyzed by age groups; in this context, the poetic typology, genre peculiarities, common and distinctive features were defined in the samples created and performed by adult;

- The poetic typology, genre peculiarities and common and distinctive features were defined in the samples created and performed by children in Azerbaijani and English lyrical children's folklore.

- Genres of Azerbaijani and English epic children's folklore were first analyzed as genre models of national epic creativity, comparative classification was made, and on this basis the main typological features of epic folklore of both nations were identified;

- Based on the characteristic examples of Azerbaijani and English tongue twisters, their genre characteristics were considered, comparative analysis was carried out between these genres reflecting the phonolexic specifics of Azerbaijani and English languages, common and different forms were identified;

- Based on the study of the specific features of the epic worldview reflected in the Azerbaijani and English riddles, typological features of unification and universalization were revealed;

- The genre specifics and ideological-artistic features of Azerbaijani and English fairy tales were compared, the semantics of universal features for the tales of both peoples were studied;

- Genesis issues and comparative classification of Azerbaijani and English children's games were studied, as the first cultural event the role of the game in the lives of both peoples has been identified;

- Examples of physical games in Azerbaijani and English children's folklore were analyzed in a comparative aspect, the technical possibilities and means used by both peoples in physical games were identified and grouped;

- Examples of mental games in Azerbaijani and English children's folklore have been analyzed in comparative aspects, and the genre features of the mental power found by both peoples in games have been studied, and on this basis typological similarities have been identified;

- The presence of words, rhythm, movement, improvisation in the creation of Azerbaijani-English children's folklore was equally important;

- The parallels and comparisons of the deep roots of both peoples' cultures in the research show that the similarities in Azerbaijani and English children's folklore generally are related to earlier ages;

- The place of Azerbaijani and English children's folklore in oral folk art is identified, specific features are indicated;

- The history of its collection, publication and research in both Azerbaijan and the United Kingdom has been reviewed, circulated, and features of each period have been highlighted, and the sources

for the collection and publication of children's folklore have been analyzed in its main mass;

- Importance of Azerbaijani and English children's folklore, its role in the growing of babies, proper upbringing and comprehensive development was explained.

The theoretical and practical significance of the dissertation.

The theoretical significance of this research work is determined by the possibilities of using theoretical propositions and bibliographic apparatus in future research on the problem, and the practical significance of the use of work in the process of teaching Azerbaijani and English folklore at philology faculties.

On the other hand, the study of the peculiarities, differences and common features of the Azerbaijani and English peoples in the history, culture and folklore can play a special role in the closer scientific cooperation of these peoples.

Approbation and application of the study. The scientific innovations and main scientific results of the research are reflected in journals recommended by Supreme Attestation Commission, in the articles, in the materials of scientific conferences and theses published by the author inside and outside of the country.

Name of the organization where the dissertation work is carried out: The dissertation has been performed at the Department of Modern Folklore of the Institute of Folklore of ANAS.

Subject of the dissertation was approved at the meeting of the Scientific Council of the Institute of Folklore of ANAS on November 21, 2012 (protocol №6) and the Republican Council for Organization and Coordination of Scientific Research on Problem Council for Folklore Science on February 15, 2013 (protocol №1).

Structure of the dissertation: The dissertation consists of an introduction, four chapters, a conclusion and bibliography. Excluding the list of used literature, the total volume of the study is 306,998 characters. Introduction - 8 pages, 14814 characters, Chapter I - 24 pages, 47692 characters, Chapter II - 52 pages, 88919 characters,

Chapter III - 42 pages, 81731 characters, Chapter IV - 32 pages, 63400 characters, result - 6 pages, 10442 characters.

MAIN CONTENT OF THE RESEARCH

“**Introduction**” section of the dissertation provides the information about the actuality of the topic, the object and subject of the research, goals and objectives, research methods, main provisions of the defense scientific-theoretical and practical significance, scientific innovation.

Chapter I of the research “**Actual problems of Azerbaijani and English children's folklore**” defines the scientific and theoretical basis of the problem. This chapter describes the collection and publication of folklore samples both in Azerbaijan and England. In the history of both folklore studies different period divisions are discussed. This chapter consists of three subchapters.

According to the results of the research of the first subchapter of the first chapter, entitled “**Attitude to the problem of “children's folklore” in Azerbaijani and English folklore**” examples of children's folklore has been an important part of the oral folk tradition since ancient times. In this genre of folklore, we observe the age and psychology of the children. Though children's folklore samples are simple in terms of ideas, content and form, they are important in the development of children's feelings, in their upbringing in the national spirit. Prof. Pasha Efendiyev says, “*It is a fact that adults have always been involved in raising their children. Upbringing is not just teaching them to work hard or to defend the homeland. The inner world, morality, upbringing and behavior of children have always worried and disturbed them. Aesthetic upbringing also occupies a special place in the general education complex. These folklore samples played an important role in the upbringing of children. Traditional children's folklore patterns of are poetic and delightful and perfect from artistic point of view. It was*

their artistic perfection that kept these specimens from the difficult trials of the ages and protected them from being lost"³.

Talking about peculiarities of children's folklore Professor Vagif Veliyev writes: *"The child learns his mother tongue first of all, from the elderly who surround him in the family. In addition to written literature, folklore played a great role in promoting the rich vocabulary of the native language to children. Adapting to the beauty of these words from infancy not only gives the child a rich sense of language but also praise love to nature and people. It awakens romantic feelings"*⁴.

Researcher Richard Bauman explores the notion of children's folklore: *"Children's folklore is a traditional gaming activity that played by children among their peers and has survived to the present day, including speech games and verbal exercises. Known genres of children's folklore include songs, poems, riddles, tongue twisters, games, jokes, mockery, jokes, teases and pranks, applauses, counting-out rhymes, jogging, rope jumping and more. Children's folklore is different from folklore created by adult for a child. These examples include children's poems that emerge during the interaction with adults, finger games (as in Puppet Theater), knee bobbing songs, tickling poems. Also, these folklore patterns are different from the folklore of adults"*⁵ - he analyzes. In Chapter III, "Remnants of Culture" of the fundamental work of the famous researcher Edward Burnett Tylor's "Primary Culture" children's games have been involved in the study as primitive rituals that preserve primary religious meetings. He points out that "children's

³ Efendiyev, P. Azerbaijan folk literature / P.Efendiyev. – Baku: Science and Education, – 2013. – p. 256.

⁴ Veliyev, V. Azerbaijan Folklore / V.Veliyev. – Baku: Maarif, – 1985. – p. 394

⁵ Children in and Out of School: Ethnography and Education / ed. P.Gilmore, A.A.Glatthorn. – Washington, D.C.: Center for Applied Linguistics, – 1982. – p.172.

game preserves memories of primitive military tricks, and sometimes they reflect those ancient times of cultural history”⁶.

Research in this subchapter demonstrates that children's folklore samples of both nations are similar in content. These samples are more different in terms of form. The moral life and child psychology of both Azerbaijani and English children are reflected in children's folklore. Children's folklore is all examples of material-spiritual, written-oral and dynamic creativity created by adults, jointly created, and created by children themselves.

According to the research in the second subchapter of the first chapter entitled **“Collection and research issues of Azerbaijani and English children's folklore”** found that child and child's world were the main focus of children's folklore. Thus, children's folklore has its own characteristics, object and theme. All these qualities reveal his genre-making ability. Genres, of course, are formed within lyrical, epic and dramatic genres. Genres that arise within these species are completely different from each other. Thus, it is possible to easily distinguish genres in terms of both form and style.

The study of the problem shows that there are various stage divisions in the history of folklore in Azerbaijan and England. The activities of children folklore in Azerbaijani culture are classified into three stages. Beginning from the first half of the 19th century, the examples of children's folklore were published in the textbooks prepared by Azerbaijani intellectuals and in various press agencies for children. At this period, children's folklore patterns have become widely used as a major tool for disseminating and mastering pedagogical thought. In this work, along with “Collection of Materials for the Description of Places and Tribes in the Caucasus” (1881-1929) that published in Tbilisi, as well as “School” (“Maktab”), “Babayi-Amir”, “Leader” (“Rahbar”), “Dabistan” and other magazines, local and foreign intellectuals like Mirza Shafi Vazeh, S.A. Shirvani, I. Grigoryev, A. Chernyayevski, S. Valibeyov,

⁶ Tylor, E.B. Primitive Culture / E.Tylor. – Moscow: Politizdat, – 1989. – p.68.

Eynali Sultanov, Rashid bey Efendizadeh, Teymur bey Bayramalibeyov, Firudin bey Kocharli, Yusif Vazir Chamanzaminli, Mahmud Mahmudbeyov, A. Shaig, Mirza Abbas Abbaszadeh, Abdullah Bey Efendizadeh and dozens of other intellectuals began to deal closely with folk literature.

The study revealed that the Soviet period was the second stage of Azerbaijani children's folklore and it differed in its quality and value. During this period, Yusif Vazir Chamanzaminli, Vali Khulufli, Hanafi Zeynalli, Mammad Huseyn Tahmasib, Ahliman Akhundov, Aliyar Karabakhly, Vagif Veliyev, Pasha Efendiyev, Azad Nabiyeu, Zahid Khalil, Gara Namazov, Bahlul Abdullah and Ramazan Qafarli have done both collections and have written numerous scientific works on this field of folklore based on the collected samples.

The third stage of Azerbaijani children's folklore is shown in the post-independence period as a new stage in Azerbaijani folklore. The works of Azad Nabiyeu, Bakhlul Abdulla, Bilal Hasanli, Gara Namazov, Zahid Khalil, Ramazan Gafarli are theoretical and collections of works of the Azerbaijani children's folklore are actual for this period.

Research shows that folklore studies in England are divided into two periods. The first of these is the period that began with the rise of romanticism in the eighteenth century. In addition to John Newbery's "Mother Goose" folklore collection, classical folklore researchers, such as James Orchard Halliwell, Edward Burnett Tylor, Joseph Jacobs, and Alice Bertha Gomme have established the first scientific and theoretical bases related to children's folklore.

The second period begins with the establishment of an international empire in the second half of the XIX century and the emergence of a great power. At this stage, the research and collection works of Iona and Peter Opie, Paul V. Gump, Brian Sutton-Smith and Elizabeth Tucker draw attention. In dissertation we find that more concrete material has been explored in the second phase of English children's folklore studies. In this subchapter, studies related

to children's folklore in Azerbaijan and England have been described and compared.

The second chapter of the study, entitled “**Genre typology of Azerbaijani and English lyrical children's folklore**” reveals that studies related to children's songs in both Azerbaijani and English folklore are very topical. This chapter consists of three subchapters.

The first subchapter of the second chapter entitled “**Theme and content of lyrical children's folklore**” concludes that together with similarities there are also differences between the genres of Azerbaijani and English children's folklore. Thus, Azerbaijani children's folklore is classified into three types and this chapter explores lyrical folklore. In the study, English children's folklore is also adapted to this classification; English children's songs have been compared to Azerbaijani lyrical children's folklore. Along with the scientific and theoretical views of Azerbaijani researchers P.Efendiyev, V.Valiyev, A.Garabaghly, G.Namazov, R.Gafarli, R.Aliyev, A.Nabiyev, Sh.Khalili, Z.Khalil and F.Askerli, Anthology of Azerbaijani Folklore, the collections and researches of English such scholars as J. Newbury, Iona and Peter Opie, Elizabeth Tucker, Linda Alchin and Brian Sutton-Smith are investigated, and the largest and most popular English collection, “Mother goose nursery rhymes” was thoroughly analyzed.

The second subchapter of the second chapter entitled “**Created and Performed by Adults**” has revealed that there is a greater sense of appreciation and esteem in folklore genres created by adults for children. Prof. Azad Nabiyev calls lyrical folklore genre-lullabies, charms that created by adults like cradle songs. According to the folklore scientist, “*There are initial notes and patterns of national thought in the harmony and rhythms of cradle songs. Babies are raised and nurtured under the sounds of a system of values such as heroism, purity, truthfulness and honesty, this sound system shapes the child's character*”⁷. The motives of care and love are reflected in

⁷ Nabiyev, A. Azerbaijani children's folklore / A. Nabiyev. – Baku: – Science, –2000. – p. 13.

these examples. Prof. Shahin Khalili, compares Azerbaijani and English lullabies, and claims that *“lullabies (cradles), one of the most widely used forms of eastern and western folklore are as precious as the manifestation of all the world literature, which is the most beautiful pearl made by mothers at the cradle”*⁸. In English lullabies, the double rhyming system in the hemistich is more attractive, there is a playful, plaintive music in promptness hemistich, a wise expression of the desire of the heart.

In this subchapter, it became clear that from the earliest times - the beliefs of the first periods of human society - mythical worldview, oaths, applause, curses and prayers, traces of traditions, ceremonies are more or less preserved in the genres of lyrical folklore.

According to the third subchapter of the second chapter, **“Created and Performed by Children”** the themes of both Azerbaijani and English children's nursery rhymes are quite colorful. As in Azerbaijani children's folklore, lyrical folklore samples like counting-out rhymes, finger games and tickling games in English children's folklore can be an example. They entertain and teach children. Azerbaijani and English counts include simple jokes and funny motives and hand gestures are used to provide a cheerful mood. Both people use computational methods in these songs. Both people use counting methods in these songs.

The study shows that most of the Azerbaijani and English children's nursing rhymes are about animals, birds, and plants. A.Nabiyev notes that the animals in the song “Fox”⁹, certain features of them were mentioned, the individual characteristics of each animal were highlighted and the given information would be useful for children. In this song, the fox is cunning, magpie is a

⁸ Khalili, Sh. Azerbaijan-English literary relations (based on folklore materials) / Sh. Khalili, ed. V.Arzumanli. – Baku: Azerbaijan National Encyclopedia NPB, – 2002. – p. 40.

⁹ Nabiyev, A. Azerbaijani children's folklore / A. Nabiyev. – Baku: – Science, –2000. – p. 47.

sneak, the crow is herald, snake is whip, and bear is stupid. All these features are written in the children's memory. There are also animal-related songs in English children's folklore. Inside the “Mother goose” nursery rhymes, in the song about “The Rooster”, cock roars and informs about lost items of mistress and master¹⁰. These fable songs are small humorous folklore genres that give a joke to the conversation and they are entertaining (often meaningless) word stacks. Pleasant rhymes, meaning and sound, clear rhythm and sound imitation also serve to the rhythmic formation of the songs. So, these songs broaden the child's imagination about the world. Research shows that, especially in English children's songs, the focus is either on events, or the events are changing rapidly, which can help to attract the attention of smaller audiences.

The third chapter of the study, **“The system of epic genres in Azerbaijani and English children's folklore”** addresses the extremely rich issues of epic folklore. During the research the epic genres of children's folklore have been characterized as tongue-twisters, riddles and tales. This chapter consists of four subchapters.

In the first subchapter of the work, **“Theme and classification of epic genres”** it becomes clear that as a result of considering the epic folklore to be the archetype, epic genres are extremely rich in all world cultures including Azerbaijani and English folklore. In the epic genres of children's folklore of both peoples, life events are presented through narration and storytelling.

This research focuses on two research perspectives on the study of epic genres of Azerbaijani and English children's folklore: 1. During the analysis of epic texts by genres, the theoretical knowledge gained by folklore science related to the epic genres of children's folklore is applied to the collected texts; 2. Specific national and geographical features of epic examples in Azerbaijani and English children's folklore were identified.

¹⁰ Mother Goose / illust. A.Rackham. – New York: The Century Co, – 1913. – p. 82.

The second subchapter of the third chapter, “**Form features of tongue-twisters**” found that Azerbaijani and English tongue twisters are not just random examples that serve to educate speech, but rather are embedded in the system of national folk genres and occupy a strong place in the oral tradition of both nations. Research shows that Azerbaijani and English tongue twisters are based on the poetic traditions that have been established for many centuries, formed and multiplied by the standards of the accepted form.

Tongue twisters are most commonly used in both Azerbaijan and English children's folklore among word games. *“Tongue twisters consisting of repetition of words, sounds (alliteration), sound or word combinations in different forms within a single sentence are important in helping children develop proper pronunciation habits, fluency, and vocabulary. Comparatively to lullabies and riddles tongue twisters are the product of later times”*¹¹. Speaking about the peculiarities of tongue twisters in children's folklore Doctor of Philology Ramil Aliyev notes that there are three types of tongue twisters: *“a) tongue twisters formed by misspeaking the word order in the sentence; b) Confusion; in one type of confusion, children want to test the logical thinking of their peers, and in another, they want to check their peers' vocabulary. c) Consisting of repetition, alliteration of words, sounds”*¹². So, we can set an example of “She Sells Seashells”¹³ tongue twisters to the type formed by misspeaking the word order in the sentence and as a confusion type, we can give an example of “How much wood would a woodchuck chuck”¹⁴ tongue twister in English folklore. Repetitions of words are also found in English folklore. It is also possible to observe this feature in

¹¹ Gafarli, R. Genre system and poetics of children's folklore / R.Gafarli. – Baku: Science and Education, – 2013. – p. 386.

¹² Aliyev, R. Azerbaijani folk literature (current actual problems) / R.Aliyev. – Baku: Chirag, – 2014. – p.328.

¹³ Tongue Twisters Limericks and Humorous Verse / selec. F.Waters. – Edinburgh: Pearson Education Limited, – 2000. – p.2

¹⁴ the same, p.6

the tongue twister called “Peter Piper”¹⁵, which is also played as a song.

As a result of the research, such general conclusions were also made that along with the similarities of form, content, and style, individuality is also evident in reflecting national life in both Azerbaijan and the English tongue twisters. Along with all the interactions and influences tongue twister samples of both nations draw attention as artistic examples of their own people.

According to the main conclusions reached in the third subchapter of the third chapter, “**Genre specificity of riddles**”, children need knowledge and strong imagination to find the riddle. This also stimulates mental development. Both the Azerbaijani and English riddles teach children in many ways, direct them to the treasury of the wisdom of the people and nurture.

Riddles with animistic traces of the first period of its formation were connected with mythical worldviews. Azad Nabiyev says, “*The theme and content of the riddles also show that it is a product of a long period of creativity. The early symbolic, magical thinking, totemistic, and animistic views, cosmogonic and astral thought clearly show that these patterns are based on a number of rituals, beliefs, and ceremonies that are associated with more ancient ideas*”¹⁶. We still find identification of inanimate objects and animals in some riddles.

The English researcher Elizabeth Tucker¹⁷ put riddles to his large-scale research on children's folklore. The author compared many researchers' study related to riddles and involved in the analysis. E.Tucker focused on the joke essence of riddles and characteristic features of written riddles. Danielle M. Roemer, author of the chapter

¹⁵ the same, p.4

¹⁶ Nabiyev, A. Azerbaijani folk literature / A.Nabiyev. – Baku: Chirag, – 2009, – p. 312.

¹⁷ Tucker, E. Children's Folklore: A Handbook / E.Tucker. – Westport, London: Greenwood Publishing Group, – 2008. – p. 24.

“Riddles” in the book “Children's Folklore”¹⁸ co-authored by Brian Sutton Smith, has made a great contribution to the content and features of riddles. He emphasized the importance of riddles as a genre. He touched upon the essence and classification of riddles in the oral tradition.

According to the results of the study, children are looking for signs of celestial bodies, natural phenomena, household items and tools, animals and birds that they see and observe in riddles. Children who are smart, intelligent and imaginative can quickly remember the item because of the signs. When children are divided into two groups, it encourages them to think collectively and create a sense of solidarity.

The fourth subchapter of the third chapter, “**Genre specifications and idea-artistic features of fairy tales**” shows that fairy tale is the dominant aesthetic form of oral folk prose.

Doctor of Philology Ramil Aliyev distinguishes children's tales from general tales and says: “*Children's fairy tales are not categorized by general fairy tales; they have their own genre principles. Based on the principles of that genre it is more appropriate to classify children's tales according to their age*”¹⁹. English folklore scholar Elizabeth Tucker divides children's tales according to age groups: “*1. A group of children aged two to five years; 2. Early school years: six to nine years; 3. ten to twelve aged middle school children*”²⁰. As children grow up, they can make folk tales their own fairy tales. The slightly different characters, the new environment and the different endings may suffice for such a personal manipulation. The best collection of modern English

¹⁸ Children's folklore: a Source Book / ed. B.Sutton-Smith. – Logan, Utah: Utah State University Press, – 1999. – p. 161.

¹⁹ Aliyev, R. Azerbaijani folk literature (current actual problems) / R.Aliyev. – Baku: ASPU Publication, – 2012. – p. 154.

²⁰ Children's folklore: a Source Book / ed. B.Sutton-Smith. – Logan, Utah: Utah State University Press, – 1999. – p.193-211.

children's tales is "Children's Folk Tales"²¹ book written by Brian Sutton Smith. B.S.Smith combines the stories of two to four year old children's tale under the heading of "poetry tales" (narrative poem), as opposed to "prose stories" of ten-year-olds.

In this subchapter, the research works related to children's fairy tales and children's folklore collections of R.Gafarli, A.Nabiyev, R.Aliyev, G.Rustamova in Azerbaijani folklore and scientific works of researchers like B.S.Smith and E.Tucker who have done research on English children's folklore and collections related to English fairy tales have been reviewed and analyzed.

Thus, when researching children's tales of both peoples, it became clear that the language, plot and composition of children's tales are simple. In children's fairy tales, the composition is very simple to match the age and comprehension of the children. The plot is based on a short line. In all groups of these tales, entertaining moments, the stories that suit the children's delight, interest and age are more vivid. Struggle between positive and negative forces aren't strong in children's fairy tales, therefore conflict is also not acute.

The fourth chapter of the dissertation, **"Comparative Study of Azerbaijani and English Children's Games"** shows that the role and importance of the games are crucial in determining the cultural level of the Azerbaijani and English people. This chapter consists of three subchapters.

In the study, children's games that play a major role in the upbringing, physical and intellectual development of children are divided into two groups: "Children's folklore related to physical games" and "Children's folklore related to mental games".

The first subchapter of the study, **"The Origin and Classification of Children's Games"** explored that a number of early archaic elements, ceremonial traces and traditions of the early primitive period have been preserved in many children's games that have survived to our time. Motif is the basis of the child's comprehensive

²¹ Sutton-Smith, B. The Folkstories of Children / B.Sutton-Smith. – Philadelphia: University of Pennsylvania Press, – 1981. – 311 p.

development in gaming activities. Thus, "The game is a means which gathers the children together and helps them achieve a common comprehension and be a bridge to their public life. It is a very important activity that stimulates their spiritual, psychological, mental, physical development, develops their connection with things and self-dependent activity". The English ethnographer E.Tylor deals with children's games in the section "Survival in Culture" of his classic work "Primitive Culture". He writes that, "*As games thus keep up the record of primitive warlike art, so they reproduce, in what are at once sports and little children's lessons, early stages in the history of childlike tribes of mankind*"²². Many archaic elements are observed in children's games. The rituals and customs of the primitive period are preserved in these games: "*Essentially, these games, which "the way for children to perceive the world they live in" are different and colorful. Children's games that are an integral part of national culture are one of the most archaic folklore examples. Just as childhood memories of the mankind live in folklore, children also remember the memories of those times in their memories and games*"²³. The divisions and research works of A.Nabiyev, H.Aghayev, R.Gafarli, A.Aliyev, E.Aslanov, T.Farzaliyev, M.Dadashzadeh, Fuzuli Bayat in Azerbaijani children's folklore are commendable and important research in the study of national folk games.

In England, children's games have been regularly collected and involved in research. The collection of children's folklore, "The Original Mother Goose's Melody"²⁴, prepared and published by John Newbery in England in 1760 should be noted as the first collection. This collection includes English folklore genres - joyful rhymes,

²² Tylor, E.B. Primitive Culture: (in 2 vol.) / E.Tylor. – London: John Murray, Albemarle, – Vol. I. – 1871. – p. 66.

²³ Gasimov, A. Azerbaijan folk games / A.Gasimov. – Baku: Baku University Publishing House, – 2006. – p. 158.

²⁴ The Original Mother Goose's Melody / As First Issued by J.Newbery. – London: about A. D., – 1760. – 92 p.

children's songs, proverbs, sayings, witty riddles, nursery rhymes, fairy tales and games of course. Early publications include Joseph Strutt's book "Sports and Pastimes of the People of England"²⁵.

In England, many scholars attribute serious collection of children's games to the 19th century and link with the name of Alice Bertha Gomme. Her work "The Traditional games of England, Scotland and Ireland: with tunes, singing rhymes and methods of playing according to the variants extant and recorded in different parts of the kingdom" is a serious research in this area. The first volume of the research, collected by Alice Bertha Gomme widely discusses different game methods and the types of musical games for different parts of the UK²⁶. The researcher's folklore studies focused more on children's games. A.B. Gomme has done a lot of research about children's games and published. This collection and research includes books such as "Old English Singing Games", "Children's Singing Games", "British Folklore, Folk-Songs, and Singing Games".

The first major collection, "The Oxford Dictionary of Nursery Rhymes" of famous English folklore scholars Iona and Peter Opies was published in 1951 and republished 11 times. The dictionary caused to the creation of "The Lore and Language of Schoolchildren" in 1959, "Children's Games in Street and Playground" in 1969 and "The Singing Game" in 1985. Opies scientifically justified the theoretical and practical aspects of children's games in "Children's Games in Street and Playground" (1969), "The People in the Playground", (1994) and "Children's Games with Things", (1997).

Children's games are an integral part of Azerbaijani and English children's folklore. There are several types of English children's

²⁵ Strutt, J. Sports and Pastimes of the People of England / J.Strutt. – London: Methuen & Company, – 1801. – 322 p.

²⁶ Gomme, A.B. The Traditional games of England, Scotland and Ireland: (in 2 vol.) / A.B.Gomme. – London: David Nutt, – Vol. 1. – 1894. – 433 p.

games because of children's broad fantasy and imagination. These include indoor and outdoor games, fortune and skill games, group games, boy and girl games, circle and arcade games, diagram games, clapping games, touching games, racing, marriage games, house games, leadership games, harvesting games, funeral games, games with animals, ghosts, fighting games, games with trees, stones, ropes.

The second subchapter of the fourth chapter, **“Children's folklore related to physical games”** has determined that older game elements were preserved in action-related games. Prof. M.Seyidov commented on the game “Hide and Seek” which he characterized as an old folk game. The author rightly assumes that, *“an old poetic piece and its original version that read in this game were probably read in rituals associated with hunting in ancient times. Most probably, the version of this song that has reached us and known by all children has considerably changed over time”*²⁷. It should be noted that, in addition to running, the ability to hide, wait, and watch in this game must also be evaluated. In British children's folklore, the game “Rabbits and Dogs”, which imitate the royal hunting dog, is known as “fox hunt”²⁸ in Wales and only boys played this game. In this game, a rabbit or a fox escapes and hides in the woods while other players are looking for him. Through this game, we observe the traces of ancient hunting traditions which were the first activity of human.

Dynamic sports games provide physical development for boys. Folklorist Laman Suleymanova notes that this quality is based on the ancient Turkish morality: *“A certain part of the games promotes the growth of children, especially boys, as physically strong, true warriors. This is also a result of ancient Turkic morality. Warlike Turks were interested in the growth of their children as true*

²⁷ Seyidov, M. Thinking about the ancestors of the Azerbaijani people / M.Seyidov. – Baku: Yazichi, – 1989. – p. 240

²⁸ Gomme, A.B. The Traditional games of England, Scotland and Ireland: (in 2 vol.) / A.B.Gomme. – London: David Nutt, – Vol. 1. – 1894. – p. 191.

knights”²⁹. These games also develop skills such as speed and agility in boys. Folklorist Tahir Orujov said that these games played a key role in military training: “*In ancient times, physical education in Azerbaijan was focused on the ability to develop a specific habit, to increase employment, to strengthen health, and ultimately, to military training*”³⁰. In such games, it is possible to observe the military training of the people in history and to get information about the weapons used in battles.

Research shows that adventure and ball games are the favorite games of English children's games. Azerbaijani children prefer cap, tree and stone games. According to the results of the study, hiding, jumping and running games between the two nations are essentially close.

The last subchapter of the last chapter entitled “**Children's folklore related to mental games**” has been determined that the main factor in mental games is the use of mental and memory power instead of physical strength. Thus, quick perception in mental games is the ability to benefit from the information required by the game and the ability to benefit from the ignorance of the opposite side. N. Boratav includes “*1. Deception games; 2. Games that require memory and accuracy; 3. Hide or concealment games; 4. Games that require the creation of geometric lines, shapes, or demonstration of ability on certain lines; 5. “Stone games*”³¹ to the mental games. Both Azerbaijan and English children's games were investigated on the basis of this principle.

As a result of research in this subchapter it was determined that children's games of both nations are very similar in form. However,

²⁹ Suleymanova, L. Shaki folklore environment / L.Suleymanova. – Baku: Science and Education, – 2012. – p. 53.

³⁰ Orujov, T. “Folk games in Karabakh” // Karabakh Folklore: Proceedings of the Republican Scientific Conference on Problems and Prospects, – Baku: 2012, – p. 49.

³¹ Boratav, N.P. Turkish Folklore in 100 questions (Beliefs, Morals and Rites, Plays) / P.N.Boratav. – İstanbul: Gerçek Yayınevi, – 1994. – s. 237.

the methods of playing and the poetic pieces sung during the game are similar in form, but differ in content. Research shows that children's games in Azerbaijan and England have not been fully explored in modern times. The study reveals that the research of folklore researchers of both nations is focused primarily on children's action games. A comparative study shows that with the socialization, technical progress and changes in cultural conditions, children's games, which are common over time, are being forgotten. These games have been replaced by technically equipped, short-structured games.

The **“Conclusion”** summarizes the ideas, conclusions and considerations which are mentioned in separate chapters of the thesis and future perspectives in the field of folklore have been defined.

When comparing folklore texts in terms of plot, character, motif typology, it was determined that they are either different or partially the same. Harmony and closeness are similar in the stages of historical development of peoples, in child psychology, and the differences are in their national character. For example: counting-out rhymes, riddles, riddle texts, as well as many games have the same structure. In addition, we observe that fairy-tale characters also provide enough material for character typology. Motives are very common in the folklore of both nations.

Thus, a typological study of the problem showed that the genres of Azerbaijani and English children's folklore provided material for monographic research. The study of the problem, new scientific views on it determine the development of children's folklore. The dissertation will play the role of a monographic foundation in the implementation of new research in this field.

The main provisions of the dissertation are reflected in the following published works - articles and conference proceedings:

1. Problems of Children's folklore research in Azerbaijani and English folklore // Dedicated to the 91st Anniversary of the National leader of Azerbaijan, Heydar Aliyev II International

Scientific Conference of Young Researchers, – Baku: –18-19 April, – 2014, – p.278-279.

2. General Characteristics for the Azerbaijani and English Children's Folklore // VIII. International Turkic Culture, Art and Protection of Cultural Heritage Symposium Art Activity, Conference materials, – Konya, Turkey: – 15-17 may, – 2014, – p. 497-502.

3. The research problem about children's folklore in Azerbaijan and English folk studies // – Baku: Journal of Qafqaz University, Philology and pedagogy, – 2015. vol. 3, № 1, – p. 76-82.

4. Studies in Children's folklore in Azerbaijani and English folklore // Traditional culture of the peoples of the Volga region Materials of the 2nd All-Russian Scientific and Practical Conference with international participation, – Kazan: 10-12 February, – 2015, – p. 5-17.

5. Children's folklore related to the game (Based on English folklore samples) // Dedicated to the 92nd Anniversary of the National leader of Azerbaijan, Heydar Aliyev, III International Scientific Conference of Young Researchers, – Baku: –17-18 April, – 2015, – p. 1078-1080.

6. The Role and Quality of Teacher in the Teaching of Children Folklore Samples // Dedicated to the 92nd Anniversary of the National leader of Azerbaijan Heydar Aliyev, “Teacher Training Policies and Problems” Proceedings of the 5th International Scientific Conference, – Baku: – 30 april, – 2015, – p. 473-477.

7. Lyrical genres of Azerbaijan and English children's folklore // – Baku: Journal of Qafqaz University, Philology and pedagogy, – 2016. vol. 4, № 2, – p. 171-178.

8. The role of folklore in the formation of Azerbaijani and English children's literature // Proceedings of the International Congress of Children's Literature of Turkic Peoples, – Baku: – 21-23 april, – 2016, – p. 324-330.

9. Specific Features of Azerbaijan and English Riddles // – Baku: Studies on Azerbaijani Folklore. – 2017/2 (51), p. 144-157.

10. Children's Folklore related to Physical Games in Azerbaijan and English Oral Tradition // – Baku: Journal of Baku

Engineering University Philology and Pedagogy, – 2017. vol. 1, № 2, – p. 143-151.

11. Children's folklore created and performed by mothers (on the Basis Azerbaijan and English Children's folklore) // – Turkey: Van Yüzüncü Yil Centennial University (YYU), The Journal of Social Sciences Institute, – 2018. Azerbaijan Special Issue, – p. 45-60

12. Studies in English Children's Games // Baku Engineering University, Dedicated to the 95th Anniversary of the National leader of Azerbaijan Heydar Aliyev II International Scientific Conference of Young Researchers,– Baku: – 27-28 april, – 2018, – p. 1408-1410.

13. Azerbaijan and English Epic Children's folklore // – Nakhchivan: Section of National Academy of Sciences of Azerbaijan, Institute of Art, Language and Literature, the journal of “Researches”, – 2018. №1, – p. 15-20.

14. Intellectual Games in Azerbaijan and English Children's Folklore // – Baku: Journal of Philological Issues, Science and education publishing, – 2018. №6, – p. 377-385.

15. Genre specifications and idea-artistic features of English fairy tales // Baku Engineering University, Dedicated to the 96th Anniversary of the National leader of Azerbaijan Heydar Aliyev, III International Scientific Conference of Young Researchers, Baku: – 29-30 april, – 2019, – p. 1356-1359.

16. Counting-out rhymes, teases and singing games in azerbaijani and english children's folklore. Zeitschrift für die Welt der Türken / Journal of World of Turks [ZfWT]. – 2020. vol. 12, №1, – p. 131-144.

17. Comparative analysis of lyric genres performed by children in Azerbaijani and English children's folklore // - Drogobich: Actual nutrition of the humanities: mizhvuzivsky collection of science prats of young daughters of Drogobytsky sovereign Ivan Franka pedagogical university, – 2020. vol. 1, № 27, – p. 33-41.

18. Comparative Analysis Of Some Lyric And Epic Genres In Azerbaijani And English Children's Folklore // – Warsaw: International Academy Journal Web of Scholar, – 2020. №2 (44), – p. 17-21.

The defense will be held on 02 November 2021 at 14:00, at the meeting of the Dissertation council ED – 1.27 of Supreme Attestation Commission under the President of the Republic of Azerbaijan operating at the Institute of Folklore Azerbaijan National Academy of Sciences

Address: AZ 1001, Baku, Kichik Gala str, 31, Institute of Folklore Azerbaijan National Academy of Sciences

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Abstract was sent to the required addresses on 29.09 2021

Signed for print: 24.09.2021
Paper format: 60x84^{1/16}
Volume: 39105
Number of hard copies: 20