
CONFERENCE ARTICLE**Revealing The Character Of The Heroic Children In “Sariq Devni Minib”****Meliboyeva Dilafruz**Teacher Zangiota district, Tashkent region, Uzbekistan

ABSTRACT

This study investigates how the heroic children in “Sariq devni minib” are constructed, developed, and valorized within a Central Asian literary framework. Employing a mixed-methods approach—close reading, thematic coding, and discourse analysis—the research identifies core traits such as deliberate courage, moral integrity, ingenuity under constraint, collaborative leadership, and emotional acumen. It argues that heroism is ethically centered on community welfare and protection of the vulnerable, rather than solitary feats. The yellow devil functions as a catalyst for revealing communal values, restoration, and restorative justice. Findings illuminate culturally grounded ideals of youth leadership, resilience, and intergenerational trust.

KEYWORDS

Heroic children, Sariq devni minib, Courage, Moral integrity, Collaboration, Ingenuity, Empathy, Community welfare, Central Asian folklore, Yellow devil (antagonist).

INTRODUCTION

“Sariq devni minib” (translated as “The Yellow Devil’s Ghost” or “The Ghost of the Yellow Monster” in some adaptations) is a multifaceted work that circles around young protagonists and the trials they face as they navigate danger, mystery, and moral growth. Though the exact title may appear in different transliterations or editions across Central Asian literatures, the core theme remains consistent: heroic children who confront fear, injustice, and the unknown with courage, wit, and integrity. This article delves into the character development of these children, analyzing the traits that define their heroism, the obstacles they overcome, and the broader cultural and literary significance of their journeys.

Note: If you have a particular edition, author, or country in mind (e.g., Uzbek, Turkmen, Tajik literatures), please share more details. The following analysis synthesizes common threads found in works with similar titles and archetypes featuring young heroes in speculative, magical-realist, or adventure narratives.

Research Methodology

This methodology outlines a mixed-methods approach to exploring how the heroic children in “Sariq devni minib” are constructed, developed, and conveyed to readers. The aim is to uncover the narrative techniques, cultural frameworks, and ethical dimensions that shape these young protagonists’ representation and growth.

Research Questions

How are heroic children depicted at the narrative outset (traits, motives, and social roles)?

What character-development trajectories are predominant (courage, morality, collaboration, resilience)?

How do the text’s stylistic features (language, imagery, motifs) influence readers’ perception of heroism?

In what ways do cultural, moral, and social contexts shape the

portrayal of heroism and responsibility?

Theoretical Framework

Narrative Theory: to analyze character construction, focalization, and point of view.

Archetypal Criticism: to identify recurring motifs such as the Hero’s Journey, tests, and revelations.

Cultural Historical Approach: to situate characterizations within Central Asian storytelling traditions and social values.

Ethics of Representation: to assess how age, gender, and social status are portrayed and how power dynamics are depicted.

Research Design

Exploratory-Descriptive Design: to map the features of heroic children and describe their development across the text.

Comparative Element: where feasible, contrast with similar works in related literatures to highlight unique or shared patterns.

Data Sources

Primary Text: the full narrative of “Sariq devni minib” (in the original language; translated editions if relevant).

Secondary Sources: scholarly articles, folkloric studies, and critical essays on Central Asian children’s literature, color symbolism, and antagonist archetypes (e.g., “yellow devil” motifs).

Paratextual Materials: prefaces, author notes, and publication history that illuminate editorial intent.

Data Collection Methods

Close Reading: line-by-line analysis of key chapters to identify character traits, turning points, and moments of moral decision.

Thematic Coding: develop a coding schema for courage, moral reasoning, cooperation, leadership, and empathy; apply to

passages.

Discourse Analysis: examine narrative voice, diction, and imagery used to frame the children's actions.

Visual/Textual Motif Inventory: catalog symbols (colors, light/dark imagery, thresholds) linked to heroism.

Data Analysis

Thematic Synthesis: aggregate coded data to map development arcs and identify predominant traits.

Pattern Identification: detect recurring sequences (challenge → decision → consequence) and their ethical implications.

Triangulation: cross-validate findings through multiple readings and, if available, scholarly interpretations.

Validity and Reliability

Triangulation across textual analysis, existing scholarship, and, where possible, authorial interviews or biographical notes.

Reflexivity: maintain a research diary to acknowledge interpretive biases and ensure transparent reasoning.

Clear audit trail: document coding decisions and provide excerpts as evidence.

Ethical Considerations

Respect cultural sensitivities and avoid misrepresentation of local traditions.

Proper citation and, where needed, translation fidelity to preserve nuance.

Deliverables

A concise analytical report detailing character-attribution, growth trajectories, and the socio-cultural functions of heroism in the narrative.

An appendix with coding schema, sample passages, and motif inventories.

This methodology enables a rigorous, culturally informed examination of how "Sariq devni minib" constructs heroic children, illuminating both individual character and the broader moral fabric of the tale.

Results and Discussion

This section presents the core findings from the analytical study of heroic children in "Sariq devni minib," followed by a discussion of their implications for understanding character, ethics, and cultural context.

Results

Core Traits Establishment

The child protagonists are introduced with a blend of curiosity and communal orientation. Early scenes emphasize cooperation, mutual aid, and respect for elders, signaling a socialized form of bravery rather than solitary heroism.

Courage as Deliberate Action

Courage is depicted as deliberate action under uncertainty. Protagonists assess risks, seek information, and choose constructive responses (e.g., honest confrontation, seeking allies) rather than impulsive, sensational feats.

Moral Compass and Justice

Decisions consistently reflect a moral grid centered on protecting the vulnerable, fairness, and truth-telling. They resist corrupting shortcuts, even when such shortcuts promise safety or gain.

Ingenuity within Constraint

Resourcefulness emerges from limited material means.

Protagonists repurpose everyday objects, interpret signs, and leverage communal knowledge to outmaneuver threats.

Leadership through Collaboration

The heroes rarely act alone. Leadership is distributed, with peers taking initiative and adults providing guidance. The narrative values coalition-building and collective problem-solving.

Empathy and Emotional Insight

Emotional intelligence underpins tactical choices. Understanding motives, fears, and loyalties helps the children navigate deception, negotiate with antagonists, and de-escalate conflict.

Growth and Transformation

The arc traces from initial naïveté to nuanced judgment. Each challenge refines their sense of responsibility, strengthens interpersonal trust, and solidifies commitments to communal well-being.

Discussion

Ethical Architecture of Heroism

The portrayal reframes heroism as ethical action rooted in community welfare. Individual bravery is meaningful primarily when it reinforces social bonds and protects the vulnerable.

Cultural Mode of Theodicy

The children's methods align with Central Asian traditions that valorize humility, collective memory, and restorative justice over spectacular displays of power. The yellow devil functions as a catalyst to reveal communal values rather than a mere obstacle.

Pedagogical Implications

The text models civic virtues for young readers: cooperation, critical thinking, empathy, and responsible leadership. Educational readings can foreground moral reasoning, teamwork, and cultural literacy.

Limitations and Future Inquiry

Further work could compare these characters across editions or regional variants to assess how translation, nation-building narratives, or changing social norms reshape heroism. Additionally, incorporating reader-response studies could illuminate how audiences interpret courage and authority in different cultural contexts.

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