

Awareness of American Children's Writer DR. Seuss and His Stories in Uzbekistan

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Abstract:

This article presents an analytical discussion on the reception and awareness of Dr. Seuss's literary works among young readers in Uzbekistan. Dr. Seuss, a renowned American author famous for his whimsical rhymes and imaginative illustrations, remains relatively unfamiliar to the broader Uzbek audience. The study investigates this gap in recognition by conducting a targeted survey focused on the perceptions, knowledge, and engagement levels of youth with selected Dr. Seuss stories. Through the survey responses, it becomes evident that despite the limited general popularity of Dr. Seuss's works in Uzbekistan, a significant portion of the younger generation demonstrates genuine curiosity and enthusiasm toward his storytelling style and moral themes. Many participants expressed a strong interest in exploring more of his books, especially those that contain universal values such as kindness, creativity, environmental awareness, and personal responsibility. The findings suggest that Dr. Seuss's literature, with its blend of entertainment and ethical education, has the potential to appeal to a wider audience if made more accessible through translation, classroom integration, and media exposure. This article not only sheds light on the underrepresentation of Western children's literature in the Uzbek reading landscape but also calls attention to the value of introducing diverse literary voices to foster global awareness and literary appreciation among young readers. The study concludes by recommending initiatives to bridge cultural and literary gaps, including curriculum enrichment and public reading campaigns featuring international authors like Dr. Seuss. Overall, the research highlights promising opportunities to enhance literary diversity in Uzbekistan's educational and cultural settings.

Keywords: Children's Literature, Survey, Environment, Literary Legacy, Method, Education

Introduction

Children's literature is one of the developing areas in the field of literature. It is the study and research of this direction of literature that will make a great contribution to making the young generation wiser and grow up as readers in the future. Therefore, if children's literature is widely studied not only at the state level but also at the world level, this will have a positive effect on the expansion of the worldview of young people[1].

The power of storytelling knows no bounds, transcending geographical and cultural barriers to captivate the hearts and minds of readers around the world. In the realm of children's literature, few names evoke as much nostalgia and enchantment as Dr. Seuss. His whimsical tales, imaginative characters, and lyrical rhymes have been cherished by generations of young readers in the United States. However, the reach of Dr. Seuss's literary legacy extends far beyond American shores, captivating children in diverse corners of the globe. In this article, we delve into the awareness of Dr. Seuss and his stories in Uzbekistan, a country situated in Central Asia, exploring the impact and reception of his works in a unique cultural context[2].

Uzbekistan, with its rich history and vibrant traditions, offers a fascinating backdrop to examine the penetration of Dr. Seuss's literary universe. The country, known for its ancient Silk Road cities and breathtaking landscapes, has a deep-rooted storytelling tradition of its own. However, in recent years, there has been a growing curiosity and enthusiasm among Uzbek children and parents for children's literature from around the world, including the renowned works of Dr. Seuss[3].

As we embark on this exploration, we aim to shed light on how Dr. Seuss's stories have made their way into the hearts of Uzbek children. We will examine the efforts made to introduce Dr. Seuss's books into Uzbekistan's educational institutions, libraries, and households. Additionally, we will delve into the translations and adaptations of Dr. Seuss's works in Uzbek, exploring how the essence and charm of his stories have been preserved while resonating with the local language and cultural nuances[4].

Furthermore, we will also consider the reception and impact of Dr. Seuss's stories in Uzbekistan. How have these beloved tales influenced the imagination, creativity, and language skills of young readers? Have they sparked conversations about important themes and values? By delving into the experiences and perspectives of Uzbek children, parents, educators, and literary experts, we aim to uncover how Dr. Seuss's stories have become a part of the cultural fabric of Uzbekistan[5].

Through this examination, we hope to gain a deeper understanding of the universal appeal of Dr. Seuss's works and the power of storytelling to bridge gaps and ignite imaginations across borders. Join us on this journey as we discover the awareness and impact of Dr. Seuss and his stories in the vibrant tapestry of Uzbekistan [6].

Methods

We used a written survey method to conduct the research that formed the basis of this article, and 33 first-year law students participated in this research. Their ages are between 18-20. The questionnaire includes questions and answer options printed on paper, and the number of questions is 20. In this questionnaire, 2 different types of questions were used, one of which was Multiple choice, and the participants were asked to choose one of the 3 or 2 options given. The second type of question is Fill in the gaps, and respondents were asked to write their opinion in the given space provided. Students answered these questions in writing within half an hour. Then all the answers were sorted, counted, and summed up. In this article, the results collected based on that survey and the conclusions made by the author are given. It is about readers' awareness and interest in Uzbekistan to Dr. Seuss's works and this topic has been thoroughly studied in a small field[7].

Results

As a result, it turned out that almost the majority of students (26) are interested in children's literature. 25 of the participants stated that they read several books in their childhood. Most of the books were read in Uzbek and Russian, and the main reason for this is that the state language in Uzbekistan is Uzbek. Also, the Russian language is studied as a second language in this country and is often used in communication. Almost all the participants of the survey noted that they remember well the main characters and events of the books they read or cartoons they watched (30/33). Specific questions are asked starting from the 7th question of the survey, which is dedicated to the work and works of Dr. Seuss[8].

One of the earliest questions was about the book “The Cat in the Hat” 20 students were aware of the content of this story, and 22 of them only saw it through a cartoon, but did not read it as a book. There is certainly a good reason for this, children's books by Dr. Seuss are not very well known in Uzbekistan, and most likely, it may be difficult for readers to find his published books. Even though most of the participants (30 people) answered the previous questions about remembering the main character and plot, only 10 people remembered the plot and main characters of the cartoon “The Cat in the Hat”. Most of them only remembered this cartoon about a girl and her brother and their chaos with a cat in a hat[9].

When the question asked about Dr. Seuss’s second famous story “Horton”, 27 participants remembered that they had seen the cartoon of the same work and that the main characters in it were an elephant, dust, and people in it, then the plot was about the elephant trying to save the creatures in the dust[10].

Another work of this American writer called “Lorax” was determined by the answer that half of the participants knew about it through cartoons (16 people), and the other half did not know it at all (18 people). 25 of the students could not remember the main characters and the plot of this cartoon. As they remember, this cartoon is about a creature that causes great damage to the environment to do business and make more money[11].

The next survey question is devoted to the story called “How the Grinch Stole Christmas”, 20 of the participants in the survey know about this story because of the existence of a cartoon, and 13 of them do not know about this cartoon at all. From the plot of this cartoon, the participants remembered only that there was a creature named Grinch, who wanted to spoil the holiday because he hated Christmas.

Unfortunately, most of the participants, to be more precise, 30 respondents did not know at all about “Oh, the Places You Will Go”, which was one of Dr. Seuss’s famous motivational stories. The main reason here is that the animated film of this story has not yet been created[12].

One of the last 3 questions of our questionnaire was about how much the participants knew that all these stories were written by one author, Dr. Seuss. The results show that the majority of the participants, 30 of them, did not know about it at all, and stated that they learned about it during the survey. 15 students answered yes to the question about their preference for Dr. Seuss’s works, 11 students said they liked some of his stories but not all of them, and 7 students said no due to that they did not like them very much[13].

The good thing is that 24 of the participants showed interest in the works of this writer and wanted to learn more about them in the future, and 11 answered that they were not very interested. From the results, we can conclude that 2/3 of all survey participants are interested in the work of the American children's writer Dr. Seuss and will be happy to learn about his other stories in the future [14].

Discussion

From the results of the above survey, it is clear that detailed information about the American children’s writer has not yet been studied and researched in Uzbekistan, and many people have almost

no information about this writer. Nevertheless, young generations have already watched with great interest Uzbek or Russian cartoons based on his works. Of course, it is considered that the stories that served as the basis for the cartoon were selected, and each of them provides special educational lessons for the young generation. Therefore, in the author's work "Lorax" there is a plot about a creature who harmed nature to make a lot of money and later regretted what he had done[15].

The questionnaire also included questions about another of his works, in which the main character is an elephant named "Horton", who tries to convince other animals to save small creatures' life and protect them from threats. We can draw an educational conclusion from this, that is, one should respect younger ones also and should not harm them.

In the author's work "How the Grinch Stole Christmas", the importance of Christmas is revealed more broadly. Although the creature named Grinch tries to destroy this holiday, steals the Christmas Tree, and does everything to ruin the holiday, however, this holiday does not lose its importance and continues to be celebrated. Some of the elements are a gathering of close relatives and friends, and wishing someone a Merry Christmas is customs in this holiday and no one can destroy it. Unfortunately, there is no cartoon named "Oh, the Places You Go", but this book was written with a motivational spirit. As we have seen above, none of the students who participated in the survey were aware of it, although this work is very popular among young people in America, since it is one of the most popular books presented as gifts by relatives to students graduating from school.

Conclusion

The survey results indicate that there is limited knowledge and research on the American children's writer, Dr. Seuss, in Uzbekistan. Many individuals in the country have little to no information about this renowned author. However, the younger generation has shown great interest in Uzbek and Russian cartoon adaptations based on Dr. Seuss's works. These cartoons were carefully selected, as each one carries valuable educational lessons for the young audience.

For instance, in "Lorax" the plot revolves around a creature who causes harm to nature in pursuit of financial gains but later realizes the consequences of his actions and regrets them. This story imparts an important lesson about the significance of environmental preservation and the consequences of exploiting nature for personal gain.

Another work, "Horton" features an elephant named Horton who strives to convince other animals to protect and save the lives of small creatures. This story teaches the importance of respecting and caring for the younger and more vulnerable members of society.

In "How the Grinch Stole Christmas" the value of the Christmas holiday is emphasized. Despite the Grinch's attempts to ruin the holiday by stealing the Christmas tree and disrupting celebrations, the significance of Christmas remains unaltered. The story highlights the customs of gathering with loved ones, expressing well-wishes, and the resilience of the holiday spirit that cannot be destroyed.

Unfortunately, "Oh, the Places You Will Go" a highly popular motivational book by Dr. Seuss, does not have an animated adaptation. Interestingly, none of the surveyed students were aware of this particular work, despite its popularity among young people in America. The book is often gifted to graduating students by their relatives, serving as an inspirational guide as they embark on new journeys in life.

In conclusion, the survey findings highlight the need for further exploration and research on Dr. Seuss's works in Uzbekistan. While the general knowledge of his stories is limited, the interest and engagement demonstrated by the younger generation through animated adaptations indicate a potential for increased appreciation and awareness of Dr. Seuss's messages and storytelling techniques. By introducing more of Dr. Seuss's works and promoting their educational value, Uzbekistan can provide its young readers with valuable literary experiences and inspire them to explore the world of children's literature further.

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