



## TEACHING LITERATURE ON WAR THEMES: A COMPARATIVE APPROACH IN UZBEK AND ENGLISH

**Eshmuminov Elbek Uktamovich**  
Teacher of English at the Department of  
Practice of Foreign Languages of the SHDPI  
[elbekeshmuminov92@gmail.com](mailto:elbekeshmuminov92@gmail.com)  
Tel: 91 4571443

***Abstract.** The military theme has long been a significant element of fiction, providing insights into human nature also good and evil sides. War-themed literature transcends the battlefield, addressing universal human struggles, historical transitions, and the quest for peace. In both Uzbek and English literary traditions, war has inspired a diverse body of works that depict the emotional, social, and moral complexities of conflict. This article explores pedagogical strategies for teaching war literature in Uzbek and English contexts, emphasizing key texts, thematic exploration, and comparative analysis.*

***Key words:** Military theme, fiction, alienation, plot, eternal, Iceberg Theory,*

***Annotatsiya:** Harbiy mavzu uzoq vaqtdan beri badiiy adabiyotning muhim elementi bo'lib, inson tabiati, yaxshilik va yomonlik haqida tushuncha beradi. Urush mavzusidagi adabiyot jang maydonidan oshib, umuminsoniy kurashlar, tarixiy uyg'onish davri va ozodlik yo'lidagi harakatlar. O'zbek va ingliz adabiy an'analarida ham urush ziddiyatlarining ruhiy, ijtimoiy va axloqiy dolzarbligini aks ettiruvchi turli asarlar yaralishiga olib keldi. Ushbu maqolada o'zbek va ingliz adabiyotlarida harbiy asarlarni o'qitishning pedagogik strategiyalari o'rganilib, asosiy matnlarga urg'u berilgan, izlanishlar va qiyosiy tahlillar olib borildi.*

*Kalit soʻzlar: Urush mavzusi, adabiyot, aqldan ozish, syujet, abadiy, Iceberg nazariyasi,*

*Аннотация: Военная тема уже давно стала важным элементом художественной литературы, позволяющим лучше понять человеческую природу и динамику добра и зла. Литература на военную тематику выходит за рамки поля битвы, обращаясь к общечеловеческой борьбе, историческим переходам и стремлению к миру. Как в узбекской, так и в английской литературной традиции война послужила источником вдохновения для создания разнообразных произведений, изображающих эмоциональные, социальные и моральные сложности конфликта. В этой статье исследуются педагогические стратегии преподавания военной литературы в узбекском и английском языках с акцентом на ключевые тексты, тематическим исследованием и сравнительным анализом.*

*Ключевые слова: Военная тема, литература, отчуждение, сюжет, вечный, Теория айсберга*

The military theme has always been important to fiction, helping to understand human nature and identify the forces of good that can counter evil. Classic examples of his works of art about war are not only the heroism of battles, but also the “eternal” problems of everyday life in peacetime. Therefore, the military topic is always relevant, it depends on the internal evolution associated with the change of social ideals, the desire of people to comprehensively study the experience of their defeats and victories. The theme of the Great Patriotic War occupied one of the leading places in the literature of the second half of the 20th century. In the context of the aggravation

of the problems of war and peace, the anti-war direction of literature about multifaceted war in terms of genre and method has increased. And each author strove to find his own unique plot or show things that had already been written from a new perspective. Teaching literature on war themes can be a powerful way to explore human emotions, historical contexts, and moral dilemmas. Both Uzbek and English literature offer a vast array of works that depict wars from various perspectives, providing students with opportunities to compare and contrast how different cultures understand and narrate conflict. In this article, we explore strategies for teaching war literature in both languages, examining key texts and pedagogical approaches that engage students with the complexities of war.

**The Role of War in Literature.** Literature about war often reveals the deepest struggles of humanity-fear, bravery, sacrifice, and the questioning of authority. Whether through poetry, novels, or memoirs, war-themed literature enables students to confront issues such as patriotism, loss, trauma, and the ethics of warfare. In both Uzbek and English literary traditions, war has been a prominent theme. In Uzbek literature, the impact of historical conflicts such as World War II (often referred to as the “Great Patriotic War”) has been vividly depicted. In English literature, wars like World War I and II, as well as modern conflicts, have inspired a wide range of works.

**Key War-Themed Texts in Uzbek Literature.** In Uzbek literature, many writers have portrayed the devastating effects of war on individuals and communities. The works of A.Qodiriy, S.Ahmad, Ch.Aitmatov, and other Soviet-era authors stand out as powerful reflections on the impact of conflict. Said Ahmad, a celebrated figure in

Uzbek literature, crafted “*Horizon*” (*Ufq*) as a profound exploration of human resilience, social transformation, and the complexities of moral and ethical struggles during turbulent times. The novel delves into the lives of individuals shaped by societal and political upheavals in Soviet-era Uzbekistan, capturing universal themes of identity, justice, and the search for meaning in a rapidly changing world. “Last Days” by Abdulla Qodiriy: This novel reflects the harsh realities of Soviet-era collectivization and how war affected the Uzbek rural population.

**Key War-Themed Texts in English Literature.** Ernest Hemingway, a towering figure in 20th-century literature, profoundly influenced English literature with his distinctive style, thematic focus, and approach to storytelling. His contributions not only reshaped the art of writing but also left an enduring legacy that continues to inspire writers across the globe. Hemingway’s use of realistic, minimalist dialogue set a new standard for capturing human speech in fiction. His conversations often reveal character and subtext without overt exposition, influencing screenwriters and novelists alike. Hemingway’s writing style, characterized by simplicity and brevity, revolutionized narrative prose. His “Iceberg Theory” or theory of omission emphasized understatement, allowing the underlying depth and complexity to emerge through implication rather than explicit description. This approach marked a departure from the elaborate prose of the 19th century and influenced generations of writers, including Raymond Carver, Joan Didion, and Cormac McCarthy. His use of fragmented, non-linear narratives, particularly in *The Sun Also Rises* and *A Farewell to Arms*, introduced a modernist sensibility to storytelling, echoing the disorientation and uncertainty of the post-war era.

**Comparative Pedagogical Strategies.** When teaching war literature in Uzbek and English, instructors can use a comparative approach to highlight how different cultures process the trauma of war. Some useful strategies include:

*Historical Contextualization:* Providing students with background information about the specific wars being depicted (World War I, World War II, Vietnam War, the Cold War) helps deepen their understanding of the texts. Uzbek students may find it interesting to compare Soviet-era depictions of war with Western perspectives.

*Thematic Exploration:* Focus on universal themes such as loss, trauma, heroism, and patriotism. Ask students to compare how these themes are portrayed in both Uzbek and English literature. For example, how does Hemingway's depiction of war-induced alienation compare with Said Ahmad's portrayal of soldiers' psychological burdens?

*Character Analysis:* War literature often emphasizes the inner struggles of its characters. Teachers can have students analyze how Uzbek and English authors develop their characters in response to the challenges of war. Comparing characters from Uzbek novels such as "Horizon" with those in English literature provides rich material for class discussions.

*Interdisciplinary Connections:* Connecting literature to history and political science is crucial for understanding war themes. Encourage students to research the historical events depicted in the literature, such as Uzbekistan's role in World War II or the impact of colonialism on conflicts in Southeast Asia.

**Challenges and Sensitivities.** Teaching war literature also comes with challenges. War is a sensitive subject, particularly for students who may have experienced trauma or whose families have been affected by

conflict. It is important for teachers to create a respectful classroom environment where students can express their emotions and thoughts about these difficult topics.

In Uzbekistan, the narrative of World War II as the “Great Patriotic War” is deeply ingrained, and teachers must navigate the delicate balance between national pride and the critical examination of war’s effects on society. Similarly, in English-speaking countries, contemporary conflicts like the War on Terror may evoke strong emotional responses from students.

**Conclusion.** Teaching literature on war themes offers a powerful way to engage students with critical issues of history, culture, and morality. By incorporating both Uzbek and English war literature into the curriculum, educators can foster a deeper understanding of the diverse ways in which cultures confront the legacy of conflict. Comparative analysis of these texts helps students not only appreciate literary craft but also develop empathy for those affected by war, no matter where or when it occurs. In English and Uzbek literature, military prose themes and war scenes are reflected in the works of writers and poets. In the literature of the West and the East, an attempt was made to determine the individual aspects of the skills of writers, the language and style of their works.

### **References**

1. Aitmatov’s novel is a central piece in Uzbek literature, *reflecting the Cold War's psychological and political impacts on Central Asia.*
2. A.Qodiriy “*Scorched Days*”. Tashkent: Adabiyot Publishing, 1965. *A novel highlighting the hardships of Soviet-era collectivization and the effects of war on rural Uzbek communities.*



3. Eshmuminov E. U. EXPLORING THE POETICS OF 20TH CENTURY ENGLISH AND UZBEK MILITARY PROSE //ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ. – 2024. – Т. 47. – №. 4. – С. 74-76
4. Kasimov A., Eshmo‘minov E. USING STORIES IN TEACHING ENGLISH TO YOUNG LEARNERS //Educational Research in Universal Sciences. – 2023. – Т. 2. – №. 4. – С. 1272-1275
5. Remarque, Erich Maria. *All Quiet on the Western Front*. Translated by A. W. Wheen. New York: Ballantine Books, 1987. *A canonical anti-war novel that portrays the tragic experiences of soldiers during World War I.*
6. Ganieva, Saodat. “Uzbek Writers on War: *The Voice of Uzbekistan in Soviet Literature.*” *Central Asian Review*, vol. 23, no. 2, 1978, pp. 35–48.
7. Shodikhonov, S. (2024). LEXICOGRAPHY AND SEMANTICS OF MILITARY TERMS: A COMPARATIVE STUDY IN RUSSIAN AND ENGLISH. *GOLDEN BRAIN*, 2(16), 81-84.
8. *hodikhonov, S. (2023). IMPORTANCE OF USING UZBEK, RUSSIAN AND ENGLISH LANGUAGES IN MILITARY TERMINOLOGY. Open Access Repository*, 4(2), 81-88.