



METERS AND RHYMES IN KARAKALPAK AND ENGLISH CHILDREN'S SONGS

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ABSTRACT

This article examines meters and rhymes in Karakalpak and English children's songs through comparative poetic analysis. The analysis demonstrates that both traditions employ short rhythmic lines, repetition, and musical sound patterns to support memorization and emotional influence on children. However, Karakalpak children's songs are more strongly connected with syllabic rhythm and vowel harmony, whereas English nursery rhymes mainly depend on stress rhythm and end rhyme.

Children's songs occupy an important place in oral folklore because they combine poetic beauty with educational and emotional functions [4]. Rhythm and rhyme are among the most significant features of children's poetry since they attract children's attention, simplify memorization, and improve pronunciation [1]. Consequently, meters and rhymes are not merely artistic devices, but also important linguistic and pedagogical tools.

In Karakalpak folklore tradition, children's songs are characterized by melodic simplicity, syllabic balance, and phonetic harmony. The data include numerous songs devoted to family, nature, animals, seasons, and school life. Many of these texts demonstrate rhythmic repetition and harmonious sound organization typical of Turkic oral poetry.

For example, the song "Paxta" demonstrates balanced rhythm and repeated lexical structure:

"Appaq paxta
Aq paxta,
Mamiqtay
Jumsaq paxta."

In this example, the repeated word *paxta* creates rhythm and strengthens memorization. Furthermore, the repeated *a* vowel produces melodic harmony. The short syllabic lines create smooth poetic flow suitable for children's perception.

Similarly, the song "Samal" uses rhythmic repetition:

"Samal, samal, samaljan,
Qayaqlardan keleseñ?"

The repetition of *samal* forms musical rhythm and emotional softness. Moreover, the affectionate suffix *-jan* increases melodic expressiveness.

English nursery rhymes also depend heavily on rhythmic repetition and rhyme. For instance, the traditional rhyme:

"Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall."

demonstrates regular stress rhythm and clear end rhyme (*wall/fall*). Unlike Karakalpak syllabic rhythm, English meter is often based on alternation between stressed and unstressed syllables. Nevertheless, both traditions aim to create musicality and easy memorization.

Another important feature of Karakalpak children's songs is sound harmony. In the song "Awıl tańı," repeated consonants and vowels create smooth phonetic movement:

"Say sarqırar,
Shıq jarqırar."

The repeated *s*, *sh*, and *r* sounds imitate the sounds of nature and produce melodic rhythm. This resembles English alliterative rhymes such as:

"Peter Piper picked a peck of pickled peppers."

where repeated consonants strengthen rhythm and articulation practice.

Furthermore, rhyme in Karakalpak children's songs often appears through parallel endings and vowel harmony rather than strict end rhyme. For example, in "Qıs kelgende":

"Kúnnen-kúnge
Qısqaradı kún.
Kúnnen-kúnge
Uzayadı tün."

The repetition of *kúnnen-kúnge* and parallel syntactic structure create rhythmic symmetry. In English nursery rhymes, however, end rhyme is more dominant:

"Jack and Jill went up the hill,
To fetch a pail of water." [3]

Here, rhyme and stress rhythm organize the poetic structure more explicitly.

Children's songs in both traditions also use rhythm for educational purposes. Karakalpak songs frequently teach moral values and discipline. In "Anajan," affectionate rhythm expresses gratitude toward mothers:

"Sagan arnap anajan,
Qosıq ayıp beremen." [2]

Likewise, English alphabet songs and counting rhymes combine rhythm with learning activities. Therefore, rhythm and rhyme become effective educational mechanisms.

Another common feature is the use of short balanced lines. Karakalpak children's songs often employ four- or five-syllable structures, while English nursery rhymes rely on regular stress units. Despite these structural differences, both traditions create poetic simplicity suitable for children's perception.

Aspect	Karakalpak Children's Songs	English Children's Songs
Rhythmic basis	Syllabic rhythm	Stress rhythm
Main sound feature	Vowel harmony	End rhyme and stress
Repetition	Frequent lexical repetition	Frequent lexical repetition
Musicality	Melodic and soft rhythm	Strong beat and rhyme
Sound devices	Assonance and harmony	Alliteration and rhyme
Educational role	Moral and emotional teaching	Pronunciation and playful learning
Line structure	Short balanced syllabic lines	Short stress-based lines

The comparative analysis demonstrates that meters and rhymes in Karakalpak and English children's songs perform similar artistic and pedagogical functions. Both traditions use rhythm, repetition, and sound harmony to attract children's attention and facilitate

memorization. However, the poetic organization differs according to linguistic structure. Karakalpak children's songs are closely connected with syllabic meter and vowel harmony characteristic of Turkic languages, whereas English nursery rhymes depend more heavily on stress rhythm and end rhyme.

Thus, meters and rhymes reveal both universal and national features of children's folklore. They reflect cultural identity while simultaneously fulfilling universal educational and emotional functions in children's literature and oral tradition.

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