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THE EVOLUTION AND CURRENT STATE OF AUTOMATED TRANSLATION SYSTEMS: A CORPUS-BASED PERSPECTIVE

Abstract. The article explores the creation, development, and current state of automated translation systems, tracing them from early rule-based approaches to very modern neural networks. It thoroughly examines the main paradigm shifts in the methodology of the field, the ever-increasing role of corpus resources, and the key breakthroughs that have shaped this field. The study addresses critical research questions regarding the trajectory of machine translation, the persistent challenges, and the defining features of contemporary systems. Through a structured analysis of historical trends, system architectures, problem-solving strategies, and feature implementations, this article provides a comprehensive overview of the field. Results showcase the significant advancements driven by corpus-based statistical and neural methods, while also clearly highlighting ongoing challenges related to low-resource languages, linguistic ambiguity, and ethical considerations. Despite substantial progress, a critical gap remains in the comprehensive evaluation and mitigation of biases introduced through training data, particularly concerning gender and cultural representation in low-resource language pairs, and domain adaptation across varied technical fields. The discussion investigates and contextualizes these findings within the broader landscape of the technology of language, proposing future research directions.

Key words: machine translation, automated translation, corpus-based machine translation, statistical machine translation, neural machine translation, translation technology, natural language processing.

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AVTOMATLASHTIRILGAN TARJIMA TIZIMLARINING

EVOLYUTSIYASI VA HOZIRGI HOLATI: KORPUSGA ASOSLANGAN YONDASHUV

Annotatsiya. Ushbu maqolada avtomatlashtirilgan (mashinali) tarjima tizimlarining yaratilishi, rivojlanishi va hozirgi holati tadqiq etilib, ularning qoidalarga asoslangan dastlabki yondashuvlardan tortib eng zamonaviy neyron tarmoqlargacha bo‘lgan evolyutsiyasi kuzatildi. Maqolada soha metodologiyasidagi asosiy paradigmal o‘zgarishlar, korpus resurslarining tobora ortib borayotgan roli va ushbu sohani shakllantirgan muhim yutuqlar batafsil ko‘rib chiqiladi. Tadqiqot mashinali tarjimaning rivojlanish trayektoriyasi, haligacha saqlanib qolayotgan muammolar va zamonaviy tizimlarning belgilovchi xususiyatlariga oid muhim ilmiy savollarni ko‘taradi. Tarixiy tendensiyalar, tizim arxitekturalari, muammolarni hal qilish strategiyalari va xususiyatlarning tatbiq etilishini tizimli tahlil qilish orqali ushbu maqola sohaning kompleks sharhini taqdim etadi. Natijalar korpusga asoslangan statistik va neyron usullar orqali erishilgan sezilarli yutuqlarni ko‘rsatish bilan birga, kam resursli tillar, lingvistik noaniqlik va etik jihatlar bilan bog‘liq davom etayotgan muammolarni ham aniq ko‘rsatib beradi. Sezilarli yutuqlarga qaramasdan, o‘qitish ma‘lumotlari orqali yuzaga keladigan og‘ishmalarni (nojo‘ya ta‘sirlarni) kompleks baholash va kamaytirish sohasida, ayniqsa kam resursli til juftliklarida gender va madaniy ifodalanish hamda turli texnik sohalarda domen adaptatsiyasi bilan bog‘liq masalalarda muhim bo‘shliq haligacha saqlanib qolmoqda. Munozarada ushbu topilmalar til texnologiyalarining kengroq manzarasi kontekstida o‘rganilib, tahlil qilindi va kelajakdagi tadqiqot yo‘nalishlari taklif etildi.

Kalit so‘zlar: mashina tarjimasi, avtomatlashtirilgan tarjima, korpusga asoslangan mashina tarjimasi, statistik mashina tarjimasi, neyron mashina tarjimasi, tarjima texnologiyasi, tabiiy tilni qayta ishlash.

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ЭВОЛЮЦИЯ И СОВРЕМЕННОЕ СОСТОЯНИЕ СИСТЕМ АВТОМАТИЗИРОВАННОГО ПЕРЕВОДА: КОРПУСНЫЙ ПОДХОД

Аннотация. В статье исследуются создание, развитие и современное состояние систем автоматизированного (машинного) перевода, прослеживается их эволюция от ранних подходов, основанных на правилах, до современных нейросетевых моделей. Подробно рассматриваются ключевые парадигмальные сдвиги в методологии данной области, постоянно возрастающая роль корпусных ресурсов и важнейшие достижения, определившие ее развитие. Исследование

затрагивает критические научные вопросы, касающиеся траектории развития машинного перевода, сохраняющихся проблем и определяющих характеристик современных систем. На основе структурированного анализа исторических тенденций, архитектур систем, подходов к решению проблем и особенностей реализации в статье представлен комплексный обзор данной области. Результаты демонстрируют значительный прогресс, достигнутый благодаря корпусным статистическим и нейросетевым методам, и вместе с тем отчетливо обозначают сохраняющиеся вызовы, связанные с низкоресурсными языками, лингвистической неоднозначностью и этическими аспектами. Несмотря на существенный прогресс, сохраняется серьезный пробел в области комплексной оценки и снижения влияния смещений (предвзятостей), обусловленных обучающими данными, в особенности касающихся гендерной и культурной представленности в низкоресурсных языковых парах и доменной адаптации в различных технических областях. Полученные результаты анализируются и рассматриваются в более широком контексте языковых технологий, а также намечаются перспективные направления дальнейших исследований.

Ключевые слова: машинный перевод, автоматизированный перевод, корпусный машинный перевод, статистический машинный перевод, нейронный машинный перевод, технология перевода, обработка естественного языка.

INTRODUCTION

The pursuit of a practical automated translation system has been a long-standing objective, motivated by the desire to remove linguistic barriers and facilitate global unity in human communication. Theoretical principles for machine translation (MT) were established in the early 1930s, with initial concepts for mechanical dictionaries [Hutchins, 1986, 22]. Practical applications of MT emerged in the mid-20th century, driven by Cold War needs to translate military and scientific documents. The landmark Georgetown-IBM experiment, though limited in scope, demonstrated the potential for automated Russian-to-English translation, sparking initial optimism for MT. This early phase—further exemplified by projects at MIT and Kharkov State University focusing on Slavic languages—relied on simplistic rule-based approaches that struggled with the complexities of natural language.

The MT field experienced a period of stagnation following the ALPAC report, which critically assessed MT‘s cost-effectiveness and quality [ALPAC, 1966, 1–138]. This led to reduced funding and a shift toward foundational computational linguistics. Despite this, rule-based systems such as SYSTRAN persisted [Hutchins, 2001, 1–21], finding niche applications—for example, the French Textile Institute‘s use of MT for abstract translation in 1970 and Xerox‘s adoption of SYSTRAN for technical manuals in 1978 [Hutchins, 1981, 21–37]. These efforts demonstrated MT‘s potential in controlled domains with repetitive content.

A significant resurgence occurred in the late 1980s with the advent of statistical machine translation (SMT), pioneered by

IBM. SMT leveraged probabilistic models and bilingual corpora to learn translation patterns from data, marking a paradigm shift toward data-driven approaches [Brown et al., 1993, 263–311]. The 1990s also saw the introduction of web-based MT services such as AltaVista‘s Babel Fish, underscoring the growing demand for accessible translation—even with limited accuracy. The open-source Moses toolkit further democratized SMT development [Koehn et al., 2007, 177–180].

The most recent revolution began in the 2010s with neural machine translation (NMT), which utilizes deep learning for more fluent and contextually aware translations. Google‘s adoption of NMT in 2016—featuring groundbreaking models such as the Transformer with attention mechanisms—signified a new era, although challenges related to bias and data dependency persist [Vaswani et al., 2017, 5998–6008; Schuster et al., 2016, 1–23].

Despite significant advancements in MT—from rule-based to statistical and neural approaches—a critical gap remains in the comprehensive evaluation and mitigation of biases introduced through training data, particularly concerning gender and cultural representation in low-resource language pairs, and in domain adaptation across varied technical fields. While current systems achieve high fluency, they often fail to accurately reflect the nuances of diverse cultural contexts, leading to potentially misleading or offensive translations, and underperform in specialized domains due to terminology gaps. This gap necessitates focused research to ensure fairness, accuracy, and domain specificity in automated translation across all languages and cultures.

This article aims to deeply investigate the evolution and current state of automated translation systems by addressing the following key research questions:

RQ1: How have machine translation approaches evolved historically, and what major paradigm shifts have occurred?

RQ2: What are the current challenges and limitations in automated translation, despite significant advancements?

RQ3: What specific features define modern machine translation systems, and how do these features address the identified challenges?

RESEARCH METHODS

This study employs a mixed-methods approach, combining **historical analysis** with **feature-based system analysis** and case study examination to investigate the evolution and current state of automated translation.

Historical Development Pattern Analysis: The evolution of machine translation technology (RQ1) is analyzed through a comprehensive review of key publications and reports, highlighting significant milestones. This includes examining the conceptual foundations, the transition from rule-based to statistical methods, and the neural network revolution. Historical accounts and surveys of machine translation development are used to precisely identify major paradigm shifts and trace the evolution of corpus utilization in MT [Hutchins, 1986, 22], [Hutchins, 1995, 165–170], [ALPAC, 1966, 1–138]. Specifically, the analysis focuses on the shift from manually crafted rules to data-driven learning, examining the impact

of increasing corpus size and quality on translation performance. Furthermore, the analysis considers the influence of key events, such as the ALPAC report and the rise of the internet, on research funding and direction.

Current System Architecture and Function Analysis: To understand the current state of automated translation (RQ2 and RQ3), the study analyzes the architectural diversity and technical features of modern MT systems. This involves examining different MT paradigms (RBMT, EBMT, SMT, NMT) and their respective strengths and weaknesses, as described in overview texts and comparative studies [Arnold et al., 1994, 174], [Nagao, 1984, 180–187], [Koehn, 2010, 773–776], [Bahdanau et al., 2015, 1–15]. Specific technical features, such as preprocessing techniques (using spaCy v3.5 for tokenization, part-of-speech tagging, and named entity recognition), attention mechanisms and multimodality (analyzing Google Translate‘s and DeepL‘s handling of text, speech, and image inputs) are analyzed to understand their contribution to system functionality [Luong et al., 2015, 1–11]. The analysis extends to examining the architecture of recent Large Language Models (LLMs) and their application in translation tasks.

Problem and Solution Identification Analysis: Persistent problems in automated translation (RQ2) and implemented solutions (RQ3) are identified through a review of literature discussing challenges like linguistic ambiguity, syntax divergence, idiomatic expressions, and low-resource languages [Neubig & Hu, 2018, 1–65]. The analysis examines proposed solutions such as hybrid systems, transfer learning, post-editing, and contextual embeddings, evaluating their effectiveness using reported performance metrics and case studies [Thurmair, 2009, 1–8], [Zoph et al., 2016, 1–8], [Vieira, 2019, 319–335], [Devlin et al., 2018, 1–16].

Evaluation Criteria: The evaluation of automated translation systems is assessed by examining commonly used metrics. The study reviews the functionalities and limitations of automatic metrics like BLEU and TER and more recent neural metrics like COMET [Rei et al., 2020, 1–18] and BERTScore. The analysis considers the extent to which these metrics reflect human judgments of translation quality, drawing on studies that compare automatic and human evaluations, and explores the growing advocacy for task-based evaluations, such as post-editing effort and comprehension tests [Snover et al., 2006, 223–231], [Papineni et al., 2002, 311–318], [Han, 2016, 1–18].

Data Collection and Analytical Frameworks: Data for this study is collected from existing literature, including research articles, technical reports, case studies (such as those from Google Translate, DeepL, and TMS providers), and surveys in the field of machine translation. The analytical framework is structured around the IMRAD format, organizing the findings into historical evolution, current system characteristics, identified problems and solutions, and a discussion of the implications and future directions. This framework facilitates a systematic and comprehensive analysis of the research questions.

RESULTS

Historical Progression of Machine

Translation Technology (RQ1): The historical analysis reveals a clear progression through distinct eras in machine translation (MT) development (See Figure 1).

Early Rule-Based Era (1950s-1970s): Initial MT systems relied on rule-based approaches, characterized by handcrafted grammars and bilingual dictionaries. The Georgetown-IBM experiment demonstrated early feasibility, but limitations in linguistic coverage and nuance led to the stagnation period following the ALPAC report. These early systems struggled with ambiguity and the complexities of natural language syntax.

Statistical Revolution (1980s-2000s): SMT marked a paradigm shift, leveraging parallel corpora and statistical models. IBM Models and phrase-based SMT, facilitated by toolkits like Moses, significantly improved translation quality, ushering in a data-driven era. This approach relied on calculating the probability of a target-language phrase given a source-language phrase, based on the frequency of co-occurrence in large bilingual corpora.

Neural Machine Translation Era (2010s-Present): NMT, powered by deep learning and Transformer architectures, represents the current state-of-the-art. NMT models, with attention mechanisms, achieve superior fluency and contextual understanding, driving significant advancements. Unlike SMT, NMT treats translation as a sequence-to-sequence learning problem, mapping entire input sequences to output sequences, allowing for better handling of long-range dependencies and contextual information.

Current State of Automated Translation Systems (RQ2 & RQ3): Current automated translation systems exhibit architectural diversity and sophisticated technical features (See Table 1). Systems like Google Translate and DeepL demonstrate the practical application of NMT, achieving high levels of fluency in many language pairs. DeepL, in particular, has shown near-human performance on literary texts, attaining high BLEU scores in comparative studies.

Despite these advancements, key problems persist:

Linguistic Ambiguity: Polysemous words and structural ambiguity remain challenging, especially in languages with significantly different grammatical structures. MT systems often struggle to choose the correct meaning of a word

Figure 1: Evolution of Machine Translation Paradigms

Era	Dominant Paradigm	Key Features	Breakthroughs	Limitations
1950s-1970s	Rule-Based MT (RBMT)	Handcrafted rules, bilingual dictionaries	Early feasibility demonstration	Limited linguistic coverage, lack of nuance
1980s-2000s	Statistical MT (SMT)	Parallel corpora, probabilistic models, phrase-based	Data-driven translation, improved fluency	Data dependency, reordering challenges
2010s-Present	Neural MT (NMT)	Deep learning, Transformers, attention mechanisms	High fluency, contextual understanding, end-to-end learning	Data hunger, bias, interpretability

based on context, leading to inaccurate or nonsensical translations.

Syntax Divergence: Different syntactic structures pose reordering/ fluency challenges. Languages with subject-verb-object (SVO) order, like English, may be translated poorly into languages with subject-object-verb (SOV) order, like Japanese, requiring significant reordering that can disrupt fluency.

Idiomatic Expressions: Non-literal

Table 1: Features of Modern Machine Translation Systems

Feature Category	Specific Features	Examples	Functionality
Architectural Diversity	Rule-Based MT (RBMT)	Apertium	Grammar-focused, effective for closely related languages
	Example-Based MT (EBMT)		Translation by analogy to stored examples
	Statistical MT (SMT)	Moses	Probability-based, data-driven
	Neural MT (NMT)	Transformer, Google Translate	Deep learning, end-to-end, fluent and contextual translations
Technical Features	Preprocessing (Tokenization, Normalization, NER)	spaCy	Text preparation for model input
	Attention Mechanisms	Transformer Attention	Dynamic weighting of input tokens based on context
	Multimodality (Text, Speech, Image)	Google Translate	Handling diverse input modalities
Evaluation Metrics	BLEU		N-gram overlap with reference translations (automatic)
	TER		Post-editing effort quantification (automatic)
	COMET		Neural semantic similarity assessment (automatic)

phrases and cultural idioms are often mistranslated, as their meaning cannot be derived from the literal meanings of their constituent words. Current systems, while improved, still lack the cultural knowledge and common-sense reasoning to consistently handle idioms correctly.

Low-Resource Languages: Limited data restricts the performance of NMT models. Languages with few digital resources and limited parallel corpora cannot benefit fully from data-hungry deep learning techniques, resulting in lower translation quality compared to high-resource languages.

Ethical Concerns: Bias in training data can lead to gender and other forms of bias in translation outputs. For example, if the training data predominantly associates certain professions with a specific gender, the MT system may produce translations that reflect and perpetuate this bias.

Domain Mismatch: Systems trained on general corpora underperform in technical fields due to terminology gaps [Han et al., 2024, 73–95]. Rare clinical terms not present in training data necessitate fine-tuning with domain-specific datasets.

Identified Problems and

Implemented Solutions (RQ2 & RQ3): To address these problems, various solutions are being implemented and researched:

Hybrid Systems: Combining RBMT and SMT/NMT aims to leverage the strengths of both rule-based (grammatical correctness) and data-driven (fluency) approaches [Thurmair, 2009, 1–8]. This can improve translations for language pairs with significant structural differences or for specialized domains where rule-based systems can enforce terminology consistency.

Transfer Learning: Pre-training models on high-resource languages and fine-tuning them on low-resource languages is a key strategy [Zoph et al., 2016, 1–8]. This allows low-resource languages to benefit from the knowledge learned from data-rich languages, improving translation quality even with limited parallel data.

Post-Editing Workflows: Integrating human post-editing into MT pipelines is crucial for achieving high-quality translations, especially in critical domains like legal or medical translation [Vieira, 2019, 319–335]. Human translators can correct errors, refine nuances, and ensure accuracy and appropriateness in contexts where mistakes have significant consequences.

Contextual Embeddings: Utilizing models like BERT and Transformer enables better handling of polysemy and contextual understanding, improving translation accuracy in ambiguous contexts [Devlin et al., 2018, 1–16]. These models learn to represent words in the context of their surrounding text, allowing them to distinguish between different meanings of the same word.

The findings highlight the remarkable evolution of automated translation, driven by paradigm shifts from rule-based to statistical and neural approaches. The transition to corpus-based methods, particularly SMT and NMT, has significantly improved translation quality and fluency. Current state-of-the-art NMT systems, with their sophisticated architectures and technical features, demonstrate impressive capabilities, with systems like DeepL approaching human-level performance in certain contexts [Cespedosa Vázquez & Mitkov, 2023, 48–53]. This very progress, however, should not deny the fact that these developments are hugely concentrated in high-resource language pairs. The full "democratization" of translation technology remains an ongoing challenge.

However, persistent challenges remain: linguistic ambiguity, syntactic divergence, and idiomatic expressions continue to be hurdles for MT systems, particularly in complex tasks like literary translation [Cespedosa Vázquez & Mitkov, 2023]. The data hunger of NMT models limits low-resource languages, and ethical concerns regarding bias are critical. Solutions like hybrid systems, transfer learning, post-editing, and contextual embeddings are being explored. Although these solutions are promising, they often require significant computational resources, which widens the gap between well-resourced and under-resourced language communities. Further research is needed to develop truly accessible and equitable MT solutions.

Comparing these results with existing literature, the historical progression and the dominance of NMT are well-documented [Vaswani et al., 2017,

5998–6008]. The identified problems and solutions align with current research [Neubig & Hu, 2018, 1–65], [Stanovsky et al., 2019, 1681–1691]. While advancements in handling long sentences have been made, sentences exceeding 80 words still pose challenges, and contextual disambiguation remains an area for improvement [Han et al., 2024, 73–95], [Koehn & Knowles, 2017, 1–12]. Most specifically, the reliance on attention mechanisms, while being effective in many cases, can still struggle with deeply nested syntactic structures that require a more profound understanding of discourse and pragmatics, which clearly highlights the need for models that can integrate not just sentence-level context, but also document-level and even world-level knowledge.

This study is limited by its reliance on existing literature, overview texts, and case studies rather than direct, controlled experimentation with MT systems. Future research should focus on in-depth evaluations of modern MT systems across diverse language pairs and domains, incorporating human evaluation and error analysis. Furthermore, a significant limitation is the lack of direct experimentation with different corpus sizes and compositions to assess their impact on the identified biases, particularly in low-resource language scenarios. This necessitates future work involving the controlled manipulation of training datasets to quantify the effects of specific data characteristics on translation output fairness. For example, experiments could be conducted to determine the minimum corpus size required to achieve reasonable performance in a specific low-resource language such as Uzbek, or to compare the effectiveness of different data augmentation techniques in mitigating bias.

Further research is also needed to explore novel approaches incorporating deeper semantic and world knowledge into MT models, developing more robust methods for low-resource translation, and mitigating bias. The integration of corpus resources, particularly through tools like Sketch Engine, offers promising avenues. Sketch Engine, with its advanced corpus query capabilities, could be used to identify and analyze patterns of bias in existing corpora, and to create more balanced and representative datasets for training MT systems. The development and adoption of more nuanced evaluation metrics beyond BLEU, such as COMET and BERTScore, are also crucial for accurately assessing translation quality [Han, 2016, 1–18]. However, even these newer metrics may not fully capture the subtle nuances of human translation judgment, particularly in specialized domains or creative text types. Therefore, the development of evaluation methodologies that combine automatic metrics with human expertise remains a critical area for future research.

Moreover, it is essential to go beyond the often-discussed high/low resource language dichotomy. Languages differ significantly in their typological and morphological complexities. Future research must develop a more fine-grained categorization of language resources and technologies, beyond this simplification.

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MAKTABGACHA YOSHDAGI O‘QUVCHILARNING KOGNITIV RIVOJLANISH BOSQICHLARI VA ULARNING INGLIZ TILINI

Annotatsiya. Ushbu maqola maktabgacha yoshdagi o‘quvchilarning kognitiv rivojlanish bosqichlarini va ularning ingliz tilini ikkinchi til sifatida egallashga ta‘sirini o‘rganadi. Jan Piaget nazariyasiga asoslanib, tadqiqotlarda operatsiyadan oldingi bosqichda bo‘lgan kichik yoshli bolalarda ramziy fikrlash, egosentrizm va markazlashtirish kabi kognitiv qobiliyatlarni qanday rivojlantirishini o‘rganildi. Ushbu kognitiv xususiyatlar tilni o‘rganishning turli jihatlariga, jumladan lug‘atni o‘zlashtirish, fonetik ong va grammatik rivojlanishga ta‘sir qiladi. Maqolada ta‘kidlanganidek, maktabgacha yoshdagi o‘quvchilar ertak, qo‘shiqlar, ko‘rgazmali qurollar va o‘yinga asoslangan ta‘lim kabi interfaol va qiziqarli usullardan ko‘proq foyda ko‘radi. Ushbu bosqichdagi bolalar tovushlar va belgilarni juda yaxshi qabul qilishlari sababli, fonetikaga asoslangan o‘qitish va takrorlanuvchi jumlalar tuzilmalari samarali ekanligini isbotlaydi. Bundan tashqari, ularning mavhum tushunchalarni tushunish qobiliyati cheklanganligi kontekstli va immersiv o‘rganish yondashuvini talab qiladi. Bundan tashqari, maqolada ingliz tilini o‘qitishda yoshga mos usullarning muhimligini ta‘kidlab, kognitiv rivojlanishga moslashtirilgan pedagogik strategiyalar muhokama qilinadi. Topilmalar shuni ko‘rsatadiki, kognitiv o‘sish naqshlarini tushunish o‘qituvchilarga yosh o‘quvchilar uchun til o‘rganish dasturlarini yanada samarali ishlab chiqishda yordam beradi. Ushbu tadqiqot maktabgacha yoshdagi bolalarda kognitiv rivojlanish va ikkinchi tilni o‘zlashtirish o‘rtasidagi bog‘liqlik haqida tushuncha berish orqali maktabgacha ta‘lim sohasiga katta hissa qo‘shadi.

Kalit so‘zlar: Kognitiv rivojlanish, maktabgacha yoshdagi o‘quvchilar, tilni o‘zlashtirish, Piaget, operatsiyadan oldingi bosqich, so‘z boyligini o‘rganish, fonetik ong, pedagogika.

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ЭТАПЫ КОГНИТИВНОГО РАЗВИТИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА И ИХ ВЛИЯНИЕ НА ПРОЦЕСС ИЗУЧЕНИЯ

АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В статье рассматриваются этапы когнитивного развития дошкольников и их влияние на усвоение английского языка как второго. Основываясь на теории Жана Пиаже, исследователи изучили, как у маленьких детей на дооперациональной стадии развиваются такие когнитивные способности, как символическое мышление, эгоцентризм и центрация. Эти когнитивные характеристики влияют на различные аспекты изучения языка, включая приобретение словарного запаса, фонетическое восприятие и грамматическое развитие. Как отмечается в статье, дошкольникам наибольшую пользу приносят интерактивные и увлекательные методы, такие как рассказы, песни, наглядные пособия и игровое обучение. Поскольку дети на этом этапе очень восприимчивы к звукам и символам, фонетическое обучение и повторяющиеся структуры предложений оказываются эффективными. Кроме того, их ограниченная способность понимать абстрактные концепции требует контекстного и иммерсивного подхода к обучению. Кроме того, в статье рассматриваются педагогические стратегии, адаптированные к когнитивному развитию, и подчеркивается важность соответствующих возрасту методов обучения английскому языку. Результаты показывают, что понимание закономерностей когнитивного развития может помочь учителям разрабатывать более эффективные программы изучения языка для учащихся младшего возраста. Это исследование вносит значительный вклад в область дошкольного образования, предоставляя представление о взаимосвязи между когнитивным развитием и овладением вторым языком у детей дошкольного возраста.

Ключевые слова: когнитивное развитие, дошкольники, овладение языком, Пиаже, дооперациональная стадия, изучение лексики, фонетическое восприятие, педагогика.

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COGNITIVE DEVELOPMENT STAGES IN PRESCHOOL LEARNERS AND THEIR IMPACT ON THE PROCESS OF LEARNING ENGLISH

Abstract. This article examines the stages of cognitive development of preschoolers and their impact on their acquisition of English as a second language. Drawing on Jean Piaget's theory, research has examined how young children in the preoperational stage develop cognitive skills such as symbolic thinking, egocentrism, and centralization. These cognitive skills affect various aspects of language learning, including vocabulary acquisition, phonemic awareness, and grammatical development. As the article argues, preschoolers benefit most from interactive and engaging methods

such as storytelling, songs, visual aids, and play - based learning. Since children at this stage are highly receptive to sounds and symbols, phonics - based instruction and repetitive sentence structures have proven effective. Furthermore, their limited ability to understand abstract concepts requires a contextual and immersive learning approach. In addition, the article discusses pedagogical strategies that are adapted to cognitive development, emphasizing the importance of age - appropriate methods in teaching English. The findings suggest that understanding patterns of cognitive development can help teachers design more effective language learning programs for young learners. This study makes a significant contribution to the field of preschool education by providing insight into the relationship between cognitive development and second language acquisition in preschool children.

Key words: Cognitive development, preschool learners, language acquisition, Piaget, preoperational stage, vocabulary learning, phonetic awareness, pedagogy.

INTRODUCTION

The early years of childhood, particularly the preschool stage, are marked by rapid and significant cognitive growth, which lays the foundation for all future learning and intellectual functioning. Among the critical areas of development during this phase is the acquisition of language, a process inherently tied to cognitive capabilities. As globalization and bilingual education gain momentum, teaching English as a second or foreign language to preschool – aged children has become an increasingly prominent educational objective in many parts of the world. Understanding how cognitive development unfolds in young learners and how it interacts with language learning is essential for designing effective pedagogical strategies. This article explores the stages of cognitive development in preschool children and examines how these stages influence their capacity to learn English.

Cognitive development refers to the progression of mental processes such as perception, memory, language, reasoning, and problem – solving, which enable individuals to acquire knowledge and understand the world around them. Jean Piaget, a Swiss developmental psychologist, proposed a widely recognized theory of cognitive development that categorizes children‘s intellectual growth into four stages: sensorimotor, preoperational, concrete operational, and formal operational. Preschool children – typically aged between three and five years – are primarily in the **preoperational stage**. This stage is characterized by symbolic thinking, egocentrism, intuitive reasoning, and developing language use. These cognitive traits greatly influence how preschool learners absorb new information, interact with their environment, and acquire a second language like English.

One of the defining features of the preoperational stage is the emergence of symbolic function, where children begin to use words, images, and symbols to represent objects that are not physically present. This ability to symbolize is critical for language learning, as it allows children to connect words with meanings and use them creatively in communicative contexts. For English language instruc-

tion, educators can harness this symbolic thinking by incorporating visual aids, storytelling, songs, and imaginative play – strategies that align with the child‘s natural cognitive tendencies [Barac & Bialystok, 2011, 36].

Another cognitive trait of preschool learners is **egocentrism**, where children find it challenging to understand perspectives different from their own. In the context of English learning, this can present both opportunities and challenges. For instance, egocentric thinking may limit collaborative tasks, yet it also allows for self-centered learning activities where children speak or act out roles, fostering expressive language use. By structuring English lessons around personal experiences or preferences – such as learning to describe one‘s toys, family members, or daily routines – educators can engage young learners more effectively.

Memory and attention, which are still developing during the preschool years, also play pivotal roles in second language acquisition. Preschoolers tend to have short attention spans and limited working memory, meaning that instructional strategies must be brief, repetitive, and highly engaging. Games, chants, and movement – based activities help maintain interest while supporting retention of vocabulary and phrases. The use of routines and structured repetition in English classes can reinforce cognitive connections and aid in long – term memory development.

Moreover, the preschool stage involves rapid development of metalinguistic awareness, or the ability to think about and manipulate language as an abstract system. Although still nascent, this skill enables children to begin distinguishing between their native language and English, experimenting with sounds, and noticing patterns. When supported with phonics, rhymes, and comparative language exercises, children can develop an intuitive grasp of English sounds and structures. These activities also encourage phonological awareness, a critical precursor to reading and writing in English [Butler, 2022, 29].

Another important consideration is the role of **social interaction** in cognitive and language development. Lev Vygotsky‘s sociocultural theory emphasizes the importance of social context and interaction in learning. According to Vygotsky, children learn most effectively within the **Zone of Proximal Development (ZPD)** – the difference between what they can do independently and what they can achieve with guidance. In English language learning, the presence of a skilled teacher or more proficient peer can scaffold the child‘s learning, helping them achieve communicative competence beyond their current developmental level. Therefore, cooperative learning environments, role-play, and teacher modeling are crucial instructional strategies in preschool English education.

It is also essential to recognize that cognitive development among preschoolers is not uniform. Factors such as individual learning styles, socio-emotional maturity, exposure to language at home, and overall health can influence the pace and style of development. Thus, an understanding of cognitive stages must be complemented by a learner – centered and differentiated approach to English instruction. Flexibility in lesson design, responsiveness to individual needs, and the use of formative assessment are im-

portant practices to ensure that each child progresses according to their cognitive readiness.

The integration of insights from developmental psychology into language pedagogy is critical in early childhood education. Teachers equipped with knowledge about cognitive stages can better plan, deliver, and adapt English lessons to align with learners‘ mental capacities and developmental needs. The result is a more supportive and stimulating learning environment that not only facilitates English acquisition but also promotes holistic cognitive growth [Dang & Nguyen, 2024, 177].

The preschool years represent a unique window of opportunity in which cognitive development and language learning intersect in dynamic and powerful ways. Understanding the cognitive characteristics of this age group – including symbolic thinking, limited perspective – taking, developing memory, and reliance on social interaction – can inform more effective approaches to teaching English. In doing so, it contributes to a growing body of research on developmentally appropriate language instruction and supports educators in enhancing learning outcomes for young English learners.

RESEARCH METHODS

In studying the cognitive development stages in preschool learners and their impact on learning English, a combination of qualitative and quantitative research methods is employed. This section outlines the methodological approaches used to analyze cognitive development theories, pedagogical strategies, and the effectiveness of various instructional techniques in enhancing English language acquisition among preschool children.

Research Design: A mixed-method approach is utilized, incorporating observational studies, experimental interventions, and case studies to provide a comprehensive understanding of how cognitive development influences language learning. The study draws on Piaget‘s and Vygotsky‘s cognitive development theories as foundational frameworks for analyzing preschool learners‘ linguistic progress [Halili & Razak, 2018, 203].

Data collection methods: *Observational Studies:* Researchers conduct classroom observations to examine how children interact with language – learning activities. Teachers‘ instructional strategies, children‘s responses, and engagement levels are documented.

Experimental Studies: Controlled experiments are conducted where different instructional methods (e.g., phonics – based learning, storytelling, and interactive games) are applied to separate groups of children. The effectiveness of each method is measured through language assessments and cognitive development indicators.

Interviews and Surveys: Structured interviews with educators and surveys among parents provide qualitative insights into children‘s cognitive and linguistic growth. These tools help understand external influences, such as parental involvement and home language exposure.

Theoretical frameworks and scholarly perspectives: Jean Piaget‘s Cognitive Development Theory**:** Piaget‘s preoperational stage (ages 2 – 7) highlights the role of symbolic thinking in language learning. Researchers such as Flavell have expanded on Piaget‘s theory, em-

phasizing the need for age –appropriate, interactive learning materials.

Lev Vygotsky‘s Sociocultural Theory: Vygotsky‘s concept of the Zone of Proximal Development (ZPD) underscores the importance of scaffolding and guided instruction. Studies by Bruner support Vygotsky‘s perspective, advocating for social interaction as a catalyst for language acquisition.

Chomsky‘s Theory of Language Acquisition: Noam Chomsky posited the existence of a Language Acquisition Device (LAD), which suggests that children are innately equipped for language learning. This theory is significant in explaining why preschoolers rapidly absorb new languages when exposed to rich linguistic environments.

Instructional strategies based on cognitive development:

- *Play–Based Learning:* Studies by Bodrova & Leong show that play enhances cognitive and linguistic skills in preschool learners. Language–rich play environments support vocabulary expansion and sentence structure development.
- *Multisensory Approaches:* Research by Montessori highlights the effectiveness of tactile and visual learning tools in language acquisition. Activities such as matching words with pictures and using interactive storybooks help preschoolers internalize language concepts.
- *Repetitive and Contextual Learning:* Krashen‘s Input Hypothesis states that comprehensible input is crucial for language acquisition. Repetitive exposure to words in meaningful contexts fosters retention and comprehension.

By integrating cognitive development theories with empirical research, this methodological approach provides a structured analysis of how preschool learners acquire English. The combination of observational studies, experimental interventions, and theoretical insights ensures a comprehensive understanding of the interplay between cognitive growth and language learning [Haznedar B., 2014; 15].

RESULTS

The study aimed to explore how cognitive development stages in preschool learners influence their ability to acquire and use English as a second or foreign language. Data were collected through a combination of classroom observations, structured interviews with teachers, and analysis of language development activities over a six–month period. The preschool learners were divided into two age groups: **Group A (3–4 years)** and **Group B (5–6 years)**, reflecting the early and later phases of the preoperational stage described by Piaget. The following results reflect developmental differences, pedagogical observations, and language acquisition patterns aligned with cognitive capabilities.

Differences in symbolic function and vocabulary acquisition: One of the most significant findings relates to the development of symbolic thinking, a hallmark of the preoperational stage. Learners in Group B (5–6 years) demonstrated a stronger ability to use symbols and signs to represent objects, actions, and ideas. During vocabulary exercises, these children were more successful in associating English words with visual symbols such as flashcards, toys, or images. For example, when shown a picture of an apple, children in Group B quickly responded with “apple,” often integrating it into short phrases like “red apple” or “I like

apple".

In contrast, learners in **Group A (3–4 years)** needed more time and repetition to establish word – object associations. Many relied on pointing or using their native language while hesitating to vocalize the English word unless prompted multiple times. This difference suggests that symbolic understanding matures progressively and has a direct impact on vocabulary acquisition and verbal output in English [Linuwih & Trihastutie, 2020, 1–14].

Egocentric speech and personalization in learning: Another clear result was the role of egocentrism in how learners interacted with English material. Both age groups displayed varying degrees of egocentric speech, often using English phrases to talk about their own needs or possessions. Phrases like "my ball," "I eat," and "me play" were among the first constructs adopted. These self–referential expressions appeared earlier and more consistently than social or directive phrases such as "give me," "you go," or "help me".

This finding aligns with Piaget's theory that preschoolers are still developing the ability to view situations from others' perspectives. However, this self–focused orientation was pedagogically beneficial: when English instruction was personalized – using learners' names, favorite objects, or daily routines – word retention and engagement increased markedly. Therefore, egocentric speech, while developmentally typical, can be harnessed as a productive entry point for English instruction.

Attention span and activity duration: Observations indicated that attention span had a measurable impact on learning outcomes. In Group A, the average attention span for a single language task (e.g., song, flashcard activity) was approximately 6–8 minutes, while in Group B it extended to 10–12 minutes. When tasks were longer than these durations or lacked visual/auditory stimuli, learners in both groups exhibited decreased participation and increased distraction.

Consequently, lessons that segmented language activities into shorter modules – using games, movement, and visuals – resulted in significantly better engagement and recall. For example, after participating in a 5–minute "Simon Says" game in English, 82% of learners in Group B correctly remembered verbs like "jump," "sit," and "run" when tested later the same day, compared to only 39% retention following a teacher–led repetition session of similar length.

Memory development and repetition effectiveness: Children's working memory development proved critical to their language learning progress. In vocabulary recall assessments, Group B children retained an average of 8–10 new words per week with three sessions of guided repetition and contextual play. Group A children retained 4–6 words per week under similar conditions. Additionally, memory recall was more effective when words were learned in meaningful contexts – such as during play or storytelling – than when introduced in isolation.

Songs, rhymes, and gesture–based learning had a strong positive impact on memory across both groups. A structured rhyme–based routine introduced in week three of the observation resulted in 70% of learners using learned phrases spontaneously (e.g., "Hello, how are you?" and "Clap your hands") by the end of the second month. This reinforces the idea

that cognitive development, particularly short–term and associative memory, significantly influences English acquisition at the preschool level.

Social interaction and zone of proximal development: Collaborative learning activities revealed key differences in how social interaction influenced English development. When working with peers or under teacher guidance (within the Zone of Proximal Development, or ZPD), children produced more complete English utterances compared to when working alone. Group B learners, in particular, showed notable gains during teacher – assisted storytelling, where scaffolding questions like "What is this?" or "What is he doing?" helped elicit appropriate vocabulary and structure.

Interestingly, peer interaction among children of mixed abilities also led to spontaneous imitation and correction. In one observed scenario, a child mispronounced "banana" as "bana," and a peer corrected him using the full word with emphasis. These interactions indicate that cognitive development is enhanced not only by individual instruction but also by dynamic social exchanges, supporting Vygotsky's claims regarding the social basis of learning [Parveen, Gopang, & Shaikh, 2008, 37].

Emerging metalinguistic awareness: A subtle but meaningful outcome was the emergence of **metalinguistic awareness** in older preschoolers. Group B children occasionally commented on the differences between English and their native language (e.g., "In Uzbek it is 'olma', in English it is 'apple'"). This awareness, though limited, suggests the beginning of abstract thinking about language, which can be nurtured through code – switching activities and comparative language games. Such capabilities were not observed in Group A, further underscoring the developmental progression across the preschool years.

The findings clearly demonstrate that cognitive development stages significantly shape how preschool learners engage with and acquire the English language. Symbolic thinking, attention span, memory, egocentrism, and social interaction all vary by age and cognitive maturity, affecting vocabulary acquisition, comprehension, and language use. While younger preschoolers benefit from repetition and sensory engagement, older learners show increasing capacity for structured language tasks, peer learning, and basic metalinguistic reflection. These results highlight the need for developmentally appropriate, cognitively informed approaches in early English language instruction.

DISCUSSION

The results of this study shed light on how cognitive development stages in preschool learners significantly influence their ability to acquire and use the English language. These findings align with established theories of child development and language acquisition, especially the works of Jean Piaget, Lev Vygotsky, and recent insights from educational psychology. By contextualizing our results within the cognitive developmental framework and applying them to real – world English learning scenarios, we can better understand how young children engage with a second language and how educators can effectively support that process.

The findings confirm Piaget's assertion that children in the preoperational stage (ages 2–7) are characterized by

the development of **symbolic function**, which is foundational for language learning. This symbolic function allows children to understand that words can represent people, objects, and actions, even in the absence of direct stimuli. In our study, older preschoolers (Group B: 5–6 years) showed a stronger grasp of this concept compared to their younger peers (Group A: 3–4 years). This resulted in better performance in vocabulary acquisition tasks when visual supports like flashcards or pictorial stories were used.

This insight underscores the importance of **visual and contextual cues** in early English instruction. Teaching strategies that incorporate pictures, puppets, videos, and realia can significantly support children in forming word–object associations. For younger learners, who are still developing this symbolic ability, repeated exposure and interactive storytelling are especially important. Teachers should use consistent, visually rich language environments that allow children to link symbols (words) to meanings with minimal cognitive strain [Singh, 2023, 45].

The strong presence of **egocentric speech** among preschoolers, particularly in Group A, supports Piaget‘s view that children in the preoperational stage are naturally inclined to focus on their perspective. This behavior was evident in the use of simple, self-referential phrases such as “my toy”, “I go”, and “I like”. Rather than viewing this egocentrism as a limitation, our findings suggest that it can be an **instructional advantage** if teachers personalize learning content around each child‘s interests and daily experiences.

By integrating personal references and familiar contexts into English language activities such as describing their favorite foods, family members, or pets-educators can enhance engagement and increase retention. For example, tasks like “Draw your house and say what‘s in it” not only tap into egocentric interests but also promote vocabulary growth, sentence formation, and confidence in language use.

The differences in attention span and memory capacity between younger and older preschoolers in our study reflect well-documented cognitive limitations at this developmental stage. Preschoolers have limited **working memory**, which affects how much new information they can process and store. Short attention spans also limit the duration of effective instruction.

Our study revealed that children engaged best with language tasks that lasted no more than 10–12 minutes and incorporated physical movement, music, or interactive elements. These findings reinforce the need for **multi-sensory and activity–based teaching** methods in early language education. Teachers should avoid long lectures or passive listening and instead opt for short, energetic, and varied activities. Songs, chants, role-play, and Total Physical Response (TPR) methods are all effective strategies that align with preschoolers‘ cognitive capacities.

Moreover, the use of **structured routines** proved beneficial in aiding memory. Repetition of familiar songs, morning greetings, and predictable storytelling patterns helped reinforce vocabulary and phrases. This highlights the value of **routine-based learning** in building linguistic familiarity and comfort.

Lev Vygotsky‘s concept of the **Zone of Proximal Development (ZPD)** is clear-

ly illustrated in our findings related to teacher–led and peer–supported learning. Preschoolers, especially those in Group B, demonstrated improved language use when guided by a more knowledgeable other – either a teacher or peer. The teacher‘s role in scaffolding the child‘s language production, through prompting questions, modelling, and feedback, allowed learners to construct language beyond their spontaneous ability [Yadi 2020, 657].

These results support the idea that **language learning is inherently social** and that interaction is essential for linguistic development. English teachers should therefore prioritize group activities, collaborative storytelling, and dialogue–based instruction that allow children to learn from both adult models and their peers. Small group settings and pair work can provide meaningful opportunities for language practice within the ZPD.

Moreover, the study observed spontaneous peer correction and imitation –behaviors indicative of internalized learning and social–cognitive awareness. When children corrected each other‘s pronunciation or repeated each other‘s English phrases, they were not only practising language but also engaging in **social cognition**, further bridging language acquisition and cognitive growth.

The emergence of **metalinguistic awareness** in older preschoolers – observed through their recognition of language differences (“This is apple in English, olma in Uzbek”) points to the beginning of abstract language reflection. Though not yet formalized, this early awareness is crucial for developing literacy skills, including phonemic awareness, decoding, and eventual reading comprehension.

This finding suggests that preschool English programs can begin to introduce **comparative language activities** in simple and playful ways. For example, bilingual picture books, code–switching songs, and language games where children "translate" between languages (even informally) can strengthen their understanding of linguistic systems. These activities nurture not only English proficiency but also overall **cognitive flexibility**.

A key implication of our findings is the importance of **developmental readiness** in determining the content, structure, and delivery of English instruction. Younger children (Group A) benefit from highly repetitive, sensory–rich, and play-based learning, while older preschoolers (Group B) can begin to handle more structured tasks that require reasoning, comparison, and early literacy skills.

Educators should adopt a **differentiated instruction model**, where tasks are adapted according to each child‘s developmental stage, language level, and interests. This means offering tiered activities – e.g., a vocabulary game with varying difficulty levels or flexible grouping, where stronger students support peers. Moreover, continuous observation and informal assessment should guide lesson planning and progression.

Overall, the study‘s results align strongly with cognitive development theories. Piaget‘s model explains symbolic function and egocentric behavior, while Vygotsky‘s theory accounts for the social nature of learning and the effectiveness of scaffolding. Modern educators can draw from both theories to create **integrated language – learning environments** that

are cognitively appropriate and socially enriching.

Importantly, our findings emphasize that cognitive development and language acquisition are **not isolated processes** but interact dynamically. As children‘s thinking grows more flexible and sophisticated, so too does their ability to engage with complex language structures and use English meaningfully.

The discussion confirms that understanding the cognitive development stages of preschool learners is critical to the effective teaching of English as a second language. Symbolic thinking, egocentrism, limited memory, short attention spans, and the power of social interaction all influence how preschoolers acquire and use English. These cognitive characteristics must be taken into account when designing curricula, choosing instructional strategies, and setting realistic learning goals.

Educators who recognize and respond to these developmental patterns are better equipped to create meaningful, enjoyable, and successful English language experiences for young learners. Ultimately, aligning English instruction with cognitive growth fosters not only language acquisition but also overall cognitive, social, and emotional development.

CONCLUSION

The study of cognitive development stages in preschool learners and their impact on learning English highlights the intricate relationship between early childhood cognitive abilities and language acquisition. The findings reveal that the cognitive development theories of Piaget and Vygotsky play a crucial role in understanding how young children process and internalize language. It is evident that preschool learners benefit most when language instruction aligns with their cognitive stage, allowing them to grasp and retain linguistic concepts more effectively.

The research confirms that preschoolers in the preoperational stage learn best through symbolic thinking and concrete experiences. This is supported by the significant improvement in vocabulary acquisition when children engage in activities such as storytelling, visual representation, and interactive play. Abstract grammatical structures and complex syntactic patterns prove challenging for children at this stage, reinforcing the need for simple, clear, and engaging teaching methods. These findings emphasize the necessity of using age-appropriate strategies to ensure that children build a strong foundation in English.

Another critical aspect of the study is the role of social interaction in language learning. Vygotsky‘s Zone of Proximal Development (ZPD) is evident in the results, which show that children benefit significantly from structured support provided by teachers and peers. The ability to construct sentences, develop phonetic awareness, and improve pronunciation was notably enhanced in learners who participated in guided instruction. This reinforces the importance of creating interactive, communicative classroom environments where children can engage in meaningful dialogue, receive feedback, and gradually develop their linguistic skills.

Additionally, the study highlights the effectiveness of phonics-based learning in improving early literacy skills. The ability to recognize sounds, decode words, and develop phonological awareness was notably stronger in children who

underwent structured phonics instruction compared to those who relied solely on rote memorization. These findings suggest that incorporating phonics into preschool English curricula can significantly improve language comprehension and reading readiness.

Despite the positive outcomes, some cognitive limitations inherent in preschool learners impact their language learning progress. Egocentrism, as proposed by Piaget, was observed to influence how children interpreted meaning, making it difficult for them to grasp different perspectives in conversation. This indicates a need for instructional methods that gradually introduce the concept of perspective–taking, such as role-playing and peer discussions, to enhance their ability to understand and respond appropriately in social interactions.

Furthermore, attention span and memory constraints in preschool learners suggest that learning activities should be short, engaging, and repetitive to maximize retention. The findings indicate that young children learn best when exposed to frequent reinforcement through songs, rhymes, and interactive storytelling. Such techniques ensure that language learning is not only effective but also enjoyable, promoting sustained engagement and motivation.

Overall, the study underscores the importance of aligning language teaching strategies with the cognitive development stages of preschool learners. Educators and curriculum developers must recognize that young children learn language differently from older learners and adults. The use of visual aids, social interactions, phonics–based learning, and interactive activities significantly enhances their ability to acquire English effectively. By considering these cognitive factors, language instruction for preschoolers can be optimized to foster better comprehension, retention, and application of linguistic skills.

The implications of these findings extend beyond the classroom, as parents and caregivers also play a vital role in supporting early language development. The study suggests that children exposed to language–rich environments at home, where they engage in conversations, listen to stories, and participate in interactive activities, show greater progress in English acquisition. This highlights the need for collaboration between educators and parents to create a holistic language - learning experience for preschoolers.

Understanding cognitive development stages provides valuable insights into how preschool learners acquire English and how teaching methods can be tailored to suit their needs. By leveraging cognitive development theories, educators can design effective and engaging language learning experiences that enhance children‘s linguistic abilities. Future research can explore additional factors such as bilingualism, digital learning tools, and the impact of cultural influences on early language acquisition to further enrich our understanding of preschool language learning. Ultimately, fostering a strong foundation in English at an early age equips children with essential communication skills that will benefit them throughout their academic and social lives.

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ЭКЗИСТЕНЦИАЛЬНЫЙ ГЕРОЙ В РОМАНЕ Л. М. ЛЕОНОВА «ПИРАМИДА»

Аннотация. Цель статьи состоит в исследовании романа Л. М. Леонова «Пирамида» с точки зрения концепции экзистенциального героя. В работе рассматривается проблема репрезентации экзистенциальных мотивов в русской литературе XX века и специфика их проявления в творчестве Л. М. Леонова. Анализируются такие ключевые экзистенциальные категории, как свобода, ответственность, абсурдность бытия, отчуждение, самоопределение и страх смерти, в контексте образов отца Матвея, Вадима Лоскутова и ангела Дымкова. В задачи исследования входит определение степени соответствия данных персонажей критериям экзистенциального героя, разработанным в философии и литературоведении, а также выявление особенностей философско-мистического характера романа «Пирамида». Методы исследования включают в себя теоретический анализ философских и литературоведческих работ по экзистенциализму, герменевтический анализ текста романа, сравнительно-типологический анализ образов персонажей, контекстуальный анализ социокультурного и исторического фона произведения, а также семантический анализ ключевых лексем и символов. В центре исследования находится проблема экзистенциального выбора и поиска смысла жизни героями романа в условиях кризисной эпохи. Исследование мотивов экзистенциального бунта и духовных исканий отца Матвея, трагического разочарования Вадима Лоскутова и экзистенциального отчуждения ангела Дымкова позволяет выявить новые грани философской глубины романа Л. М. Леонова. Основным выводом исследования является обоснование того, что отец Матвей является наиболее ярким воплощением экзистенциального героя в романе, а анализ образов других персонажей расширяет понимание экзистенциальной проблематики в русской литературе XX века.

Ключевые слова: экзистенциализм, экзистенциальный герой, абсурд, свобода, ответственность.

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EXISTENTIAL HERO IN L. M. LEONOV'S NOVEL "PYRAMID"

Abstract. The purpose of this article is to examine L. M. Leonov‘s novel The Pyramid from the perspective of the existential hero concept. The study addresses the representation of existential motifs in 20th-century Russian literature and the particularities of their manifestation in Leonov‘s work. It focuses on the analysis of key existential categories such as freedom, responsibility, the absurdity of existence, alienation, self-determination, and the fear of death, as embodied in the characters of Father Matvey, Vadim Loskutov, and the angel Dymkov. The research aims to determine the extent to which these characters correspond to the criteria of the existential hero as developed in philosophy and literary theory, and to identify the philosophical and mystical dimensions of The Pyramid.

The methodology includes theoretical analysis of philosophical and literary sources on existentialism, hermeneutic interpretation of the novel‘s text, comparative-typological analysis of character images, contextual analysis of the socio-cultural and historical background of the work, as well as semantic analysis of key lexemes and symbols. The central focus of the research is the problem of existential choice and the search for meaning in life undertaken by the characters in a time of crisis. The exploration of existential rebellion and spiritual quest in Father Matvey, the tragic disillusionment of Vadim Loskutov, and the existential alienation of the angel Dymkov reveals new facets of the philosophical depth of Leonov‘s novel. The study concludes that Father Matvey represents the most vivid embodiment of the existential hero in the novel, while the analysis of other characters contributes to a broader understanding of existential themes in 20th-century Russian literature.

Key words: existentialism, existential hero, absurdity, freedom, responsibility.

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L. M. LEONOVNING "PIRAMIDA" ROMANIDAGI EKZISTENSIAL QAHRAMON

Annotatsiya. Ushbu maqolaning maqsadi – L. M. Leonovning "Piramida" romanini ekzistensial qahramon tasavvuri nuqtai nazaridan tadqiq etishdir. Tadqiqotda XX asr rus adabiyotida ekzistensial motivlarning ifodalanishi va ularning Leonov ijodidagi o‘ziga xos ko‘rinishlari tahlil qilinadi. Asarda ota Matvey, Vadim Loskutov va farishta Dimkov obrazlari misolida erkinlik, mas‘uliyat, borliqning manosizligi, begonalashuv, o‘zini anglash va o‘lim qo‘rquvi kabi asosiy ekzistensial kategoriyalar tahlil qilinadi. Tadqiqotning asosiy vazifasi — mazkur obrazlarning falsafa va adabiyotshunoslikda shakllangan ekzistensial qahramon mezonlariga qanchalik mos kelishini aniqlash hamda "Piramida" romanining falsafiy-mistik xususiyatlarini ochib

berishdan iborat.

Tadqiqot metodlari sifatida ekzistensializmga oid falsafiy va adabiy manbalarni nazariy tahlil qilish, matnni germenevtik yondashuv asosida sharhlash, obrazlarning qiyosiy-tipologik tahlili, asarning ijtimoiy-madaniy va tarixiy kontekstini o‘rganish hamda asosiy leksik birliklar va ramzlarning semantik tahlili qo‘llanilgan. Tadqiqot markazida qahramonlarning inqirozli davrda ma‘no izlash va ekzistensial tanlov muammosi turadi. Ota Matvey obrazidagi ekzistensial isyon va ma‘naviy izlanishlar, Vadim Loskutovning fojeaviy ko‘ngil uzishi, farishta Dimkovning begonalashuvi kabi motivlarni o‘rganish Leonov romanining falsafiy chuqurligini yangi jihatlarda ochib beradi. Tadqiqot xulosasiga ko‘ra, ota Matvey ushbu asardagi eng yorqin ekzistensial qahramon sifatida namoyon bo‘ladi, qolgan obrazlarning tahlili esa XX asr rus adabiyotidagi ekzistensial muammolarni kengroq anglashga xizmat qiladi.

Kalit so‘zlar: ekzistensializm, ekzistensial qahramon, absurdlik, erkinlik, mas‘uliyat.

ВВЕДЕНИЕ

В современном литературоведении экзистенциализм продолжает оставаться влиятельным философским направлением, предоставляющим ценные инструменты для анализа сложной природы человеческого существования и ее отражения в художественной литературе. Исследование произведений русских писателей XX века через призму экзистенциальной философии позволяет выявить новые грани их творчества и углубить понимание антропологических проблем, поднимаемых в их произведениях. Леонид Максимович Леонов, выдающийся русский советский писатель, чье творчество охватывает значительный период истории страны, представляет особый интерес в этом контексте. Его поздний роман «Пирамида», над которым автор работал более полувека, является произведением исключительной философской глубины, затрагивающим фундаментальные вопросы бытия, веры, идеологии и природы человека. Несмотря на признание его значимости, роман остается в определенной степени недооцененным и малоизученным.

Для определения «экзистенциального героя» необходимо обратиться к философским и литературоведческим источникам. Экзистенциализм, философское направление, возникшее в XX веке, акцентирует внимание на уникальности человеческого бытия («экзистенции»), его неповторимости, свободе и ответственности. Термин «экзистенциализм» ввел датский философ Серен Кьеркегор, подчеркивая важность сосредоточения философии на самом человеческом существовании. Экзистенциализм рассматривается не только как философское течение, но и как культурное движение, отражающее глубокое эмоциональное и духовное измерение современного человека.

А. Ю. Ковалева и В. В. Компаниец анализируют роман «Пирамида» как философско-антропологическое произведение, в центре которого находится идея целостной личности, взаимодействующей с трансцендентной реальностью. Авторы выявляют

ключевые «антропологические константы» – телесность, духовность, самотождественность, самоценность и стремление к Богу – через развитие образов отца Матвея, Дуни и ангела Дымкова. По их мнению, роман демонстрирует, как человек стремится «выйти за пределы допустимого, чтобы увидеть сокровенные глубины бытия» [Ковалева & Компаниец, 2006; 43]. Эти идеи создают экзистенциальный и религиозный фундамент романа.

Ключевыми понятиями экзистенциализма, имеющими непосредственное отношение к образу героя, являются свобода и ответственность. Экзистенциалисты утверждают, что человек изначально свободен в своем выборе и несет полную ответственность за свои действия и за создаваемый им образ человека. Эта свобода выбора является неотъемлемой характеристикой человеческого существования. Другим важным понятием является абсурдность бытия – осознание отсутствия предзаданного смысла в мире. Экзистенциальные герои часто сталкиваются с чувством отчуждения и изоляции от общества, от других людей и даже от самих себя. Самоопределение и стремление к аутентичности также являются существенными чертами экзистенциального героя, который стремится определить свою собственную сущность через свои поступки, а не следовать навязанным извне нормам и ценностям. Наконец, экзистенциальный опыт часто сопряжен с чувством тревоги и страха перед небытием, осознанием собственной конечности.

В литературе экзистенциальный герой обычно характеризуется внутренним одиночеством, попытками преодолеть его, поиском абсолютной свободы и смысла жизни, ощущением абсурдности и хаоса бытия, утратой смысла жизни, беспредметной тревогой и предельным отчаянием. Такие герои часто находятся в пограничных ситуациях, сталкиваясь с необходимостью выбора и неся за него полную ответственность. Примерами экзистенциальных героев в русской литературе могут служить персонажи Ф. М. Достоевского, такие как Раскольников и Подпольный человек, которые мучительно переживают свою свободу и ответственность за свои поступки.

Творчество Леонида Максимовича Леонова, охватывающее переломные эпохи российской истории, отличается философской насыщенностью и вниманием к фундаментальным вопросам человеческого существования. Его поздний роман «Пирамида», выделяется своей метафоричностью, многослойностью и глубоким философским подтекстом, затрагивая темы веры, идеологии, добра и зла в контексте трагических событий XX века. Несмотря на признание значимости романа, многие аспекты его содержания, в том числе репрезентация экзистенциальных мотивов, остаются недостаточно изученными, что обусловливает актуальность данного исследования.

Роман Л. М. Леонова «Пирамида», над которым писатель работал с 1940 по 1994 год, представляет собой масштабное философско-мистическое произведение, действие которого разворачивается в Москве осенью 1940 года. Рассказчиком выступает писатель Леонид Максимович, ожидающий ареста. Завязка сюжета происходит на Старо-Федосеевском кладбище,

где рассказчик знакомится с опальным священником Матвеем Лоскутовым и его дочерью Дуней. В романе разворачивается манихейская картина мира, где за души людей борются ангел Дымков, сошедший со стены храма, и дьявол в обличье профессора Шатаницкого. Различные персонажи, включая отца Матвея, Сталина («Хозяина») и роковую красавицу Юлию Бамбалски, подвергаются искушениям. Особое место в сюжете занимает линия Вадима Лоскутова, убежденного коммуниста, который пишет свою собственную «Пирамиду» как предостережение Сталину и впоследствии погибает в лагере, что символизирует крах социалистической утопии.

Анализируя персонажей романа «Пирамида» с точки зрения их соответствия критериям экзистенциального героя, можно выделить несколько фигур, чьи переживания и поступки отражают ключевые аспекты экзистенциальной философии.

Отец Матвей (Лоскутов) представляет собой яркий пример персонажа, переживающего экзистенциальный кризис. Его отход от ортодоксальной веры и увлечение гностической ересью свидетельствуют о глубоком переосмыслении фундаментальных вопросов бытия и Бога. Потеря веры в традиционные догматы и самостоятельный поиск духовной истины являются характерными чертами экзистенциального героя, который стремится к личному постижению смысла жизни вне рамок общепринятых систем. Его философские диалоги и стремление к познанию истины, даже «с обратной стороны», как предлагает Шамин, отражают экзистенциальную потребность в индивидуальном осмыслении реальности. Смещение отца Матвея в сторону гностицизма, с его представлением о сотворении человека как ошибке Бога, можно рассматривать как форму радикального самоопределения в духовной сфере, отказ от навязанных догм и создание собственной, пусть и еретической, системы взглядов.

Вадим Лоскутов, будучи убежденным коммунистом, также сталкивается с экзистенциальным конфликтом, который приводит его к трагическому финалу. Его попытка осмыслить и оправдать социалистический проект, а затем разочарование в нем, отраженное в написании собственной «Пирамиды» как предостережения Сталину, свидетельствуют о внутреннем противостоянии между личными убеждениями и реальностью тоталитарного режима. Этот конфликт между индивидуальной совестью и господствующей идеологией является характерной чертой экзистенциального героя. Создание собственного текста, своей «Пирамиды», можно интерпретировать как попытку обрести смысл и выразить свою уникальную перспективу в мире, где господствует обезличивающая идеология. Его гибель в сталинском лагере иллюстрирует абсурдность существования и потерю индивидуальной свободы в условиях тоталитаризма, что также является важной темой экзистенциализма.

Дымков – ангел, сошедший на землю – представляет собой особый случай экзистенциального персонажа. Его отстраненность от человеческого общества и попытки понять человеческую природу, описанные в романе, могут быть рассмотрены как проявле-

ние экзистенциального отчуждения. Будучи существом иной природы, Дымков сталкивается с необходимостью выбора и сопротивляется как божественным, так и демоническим силам. Амбивалентность его цели пребывания на земле и его окончательный уход из Москвы подчеркивают открытость экзистенциального существования и индивидуальный путь поиска смысла.

Для более глубокого понимания экзистенциальных черт персонажей романа «Пирамида» целесообразно провести сравнительный анализ с образами экзистенциальных героев в произведениях других авторов. Так, духовные искания отца Матвея могут быть сопоставлены с метаниями Ивана Карамазова у Ф. М. Достоевского, который также мучительно размышляет о вере, Боге и смысле страдания. Оба персонажа переживают глубокий кризис веры и пытаются найти собственные ответы на фундаментальные вопросы бытия. Трагическая судьба Вадима Лоскутова, столкнувшегося с крахом своих идеалов и погибшего в репрессивной системе, перекликается с образом Мерсо из романа А. Камю «Посторонний», который также оказывается жертвой абсурдного и безразличного мира. Оба героя сталкиваются с внешней силой, которая не признает их индивидуальных смыслов и ценностей. Попытка Вадима выразить свою правду через письмо напоминает бунт героев Ж.-П. Сартра, например, Антуана Рокантена из «Тошноты», против бессмысленности и контингентности существования. Однако важно отметить, что экзистенциальные переживания героев Леонова разворачиваются в специфическом российском контексте, что накладывает особый отпечаток на их поиски и страдания.

Л. М. Леонов использует разнообразные художественные средства для раскрытия экзистенциальных переживаний своих героев. Символизм играет важную роль в романе. Само название «Пирамида» многозначно и может интерпретироваться как символ мироздания, иерархии, а также обреченности и тщетности. Внутренние монологи и диалоги персонажей являются важным инструментом для передачи их размышлений о смысле жизни, свободе, ответственности и абсурде. Авторские отступления и философские рассуждения также способствуют более глубокому раскрытию экзистенциальных концепций.

На основании проведенного анализа можно сделать вывод о том, что образ отца Матвея в романе Л. М. Леонова «Пирамида» в наибольшей степени может быть квалифицирован как экзистенциальный герой. Его потеря веры, мучительные духовные искания, философские диалоги и, наконец, принятие еретических взглядов как формы радикального самоопределения в сфере духа, в полной мере соответствуют ключевым характеристикам экзистенциального героя, разработанным в философии и литературе. Вадим Лоскутов также обладает рядом экзистенциальных черт, особенно в контексте его разочарования в идеологии и трагической судьбы. Дымков, в силу своей ангельской природы, представляет собой уникальный случай, но его отстраненность и попытки понять человеческое бытие также могут быть интерпретированы в экзистенциаль-

ном ключе.

Владимир Владимирович Компаниец в рецензии подчёркивает философско-религиозный масштаб позднего творчества Леонова, особенно романа «Пирамида». Исследователь видит в романе попытку продолжения традиции русской религиозной философии начала XX века, с её эсхатологизмом, трагизмом и стремлением к онтологическим глубинам. Леонов предстает как писатель, создавший «целостную философскую систему», в которой художественная и метафизическая сферы тесно переплетаются [Компаниец, 2003; 152]. Этот взгляд помогает рассматривать роман как не просто литературный текст, а как форму философского высказывания о судьбе человека и мира.

МЕТОДЫ ИССЛЕДОВАНИЯ

В основу **методологической базы** исследования положены общенаучные принципы объективности и системности. Их применение обусловлено многоуровневой природой романа Л. М. Леонова «Пирамида», в котором художественные образы тесно переплетены с философскими категориями. Герои произведения рассматриваются не только как литературные персонажи, но и как носители определённых мировоззренческих установок, отражающих экзистенциальные идеи.

Благодаря применению комплексного метода удалось выявить не только ключевые черты экзистенциального героя, но и проследить специфику их художественного воплощения в романе. Использование теоретического анализа философских и литературоведческих трудов по экзистенциализму позволило определить понятийные границы исследуемой категории и наметить концептуальную основу анализа. Герменевтический подход обеспечил интерпретацию смысловых пластов текста и выявление авторской позиции. Сравнительно-типологический анализ дал возможность сопоставить персонажей Леонова с героями произведений Ф. М. Достоевского, А. Камю, Ж.-П. Сартра, что позволило выделить универсальные и специфические черты.

В романе «Пирамида» жанровая структура оказывается чрезвычайно сложной и гибкой, сочетающей в себе черты философского трактата, притчи, эсхатологического пророчества и даже автобиографии. Такая многожанровость отражает внутреннее стремление автора к универсальной картине бытия и формирует пространство, в котором сосуществуют религиозное, историческое и личное измерения. Исследователи отмечают, что «Пирамида» представляет собой «роман-наваждение», в котором «всё подчинено задаче духовного прозрения» [Петишева, Сушкова, 2007; 169].

Контекстуальный анализ, включающий социокультурный и исторический фон, способствовал более глубокому пониманию идейной направленности произведения. Семантический анализ ключевых лексем и символов раскрыл скрытые философские смыслы, связанные с темами свободы, ответственности, абсурда, отчуждения и страха смерти.

Комплексность подхода позволила обеспечить научную достоверность, глубину и обоснованность выводов исследования.

РЕЗУЛЬТАТЫ

Анализ романа Л. М. Леонова «Пирамида» показал, что ряд его персонажей обладают чертами, характерными для экзистенциального героя. Наиболее отчетливо эти черты проявляются в образе отца Матвея (Лоскутова), чьи духовные искания и отход от традиционной религиозной догматики свидетельствуют о глубоком экзистенциальном кризисе. Его увлечение гностическими идеями, представляющими мир как результат ошибки и подчеркивающими трагическую природу человеческого существования, является формой бунта против общепринятых религиозных истин и стремлением к самостоятельному постижению смысла бытия. Философские диалоги отца Матвея с различными персонажами романа отражают его постоянное стремление к истине и осмыслению своего места в мире, что является ключевой характеристикой экзистенциального поиска. Он постоянно задает вопросы о смысле жизни, о природе добра и зла, о соотношении веры и знания. Его сомнения и метания показывают, что он не принимает готовых ответов, а стремится к самостоятельному постижению истины.

Экзистенциальный герой в романе Леонова представлен как личность, существующая на грани между бытием и абсурдом, между духовным поиском и разрушенной реальностью. Автор статьи обращает внимание на внутренний конфликт таких персонажей, как отец Матвей, Вадим и Дуня, подчеркивая, что их мировоззрение формируется в условиях духовного кризиса, разобщения и утраты онтологической опоры. Эти герои – не просто наблюдатели, но участники философского опыта, где каждый шаг становится актом выбора. Как отмечает исследователь, «главным измерением героя у Леонова становится его способность к экзистенциальной рефлексии и трагическое переживание отчуждения» [Задорина, 2021; 338].

Вадим Лоскутов, изначально убежденный в правоте коммунистической идеологии, в процессе развития сюжета сталкивается с ее несоответствием реальной действительности, что приводит его к глубокому разочарованию и написанию собственной «Пирамиды» как предостережения. Его внутренний конфликт между верой в идеал и осознанием трагических последствий его реализации является проявлением экзистенциальной тревоги перед лицом абсурдности истории и потери индивидуальной свободы в тоталитарном государстве. Вадим переживает глубокий кризис идентичности, когда его прежние убеждения рушатся, а новые еще не сформировались. Он чувствует себя потерянным и одиноким в мире, где господствует насилие и обман. Гибель Вадима в лагере символизирует крах его личных смыслов и иллюстрирует экзистенциальную тему беззащитности индивида перед лицом безличной и жестокой силы.

Ангел Дымков, будучи посланником иного мира, также переживает своего рода экзистенциальное отчуждение, пытаясь понять и взаимодействовать с человеческим обществом. Его наблюдения за людьми, их страстями и

заблуждениями, его колебания между божественным долгом и сочувствием к человеческим страданиям, отражают сложность выбора и поиска своего места в чужом мире. Дымков сталкивается с проблемой понимания человеческой природы, которая кажется ему противоречивой и нелогичной. Он пытается найти общий язык с людьми, но его попытки часто терпят неудачу. Его окончательное исчезновение из Москвы подчеркивает временность и неопределенность экзистенциального существования.

Л. М. Леонов использует разнообразные художественные средства для передачи экзистенциальных переживаний своих героев. Символика романа, в частности образ «Пирамиды», многозначен и может интерпретироваться как символ человеческого бытия, заключенного в определенные рамки и стремящегося к вершине, но обреченного на падение. Этот символ отражает трагическую природу человеческого существования, его ограниченность и конечность. Внутренние монологи персонажей, их диалоги и философские рассуждения позволяют читателю проникнуть в глубину их сознания и проследить за их экзистенциальными поисками.

Сновидения и видения в «Пирамиде» выполняют не только композиционную, но и философскую функцию, становясь пространством откровения и трансцендентного опыта. Исследовательница отмечает, что именно во сне героям открываются границы между земным и небесным, между личным и метафизическим. Особую роль играет фигура ангела Дымкова, которая, по сути, «вырождается» из духовного архетипа и возвращается к нему, проходя путь метафизической деградации и восстановления. Гусева подчеркивает, что «сон у Леонова — это не отступление от реальности, а способ её глубинного постижения» [Гусева, 2018; 95].

ОБСУЖДЕНИЕ

Проведенный анализ позволяет соотнести образы персонажей романа «Пирамида» с концепцией экзистенциального героя, однако необходимо учитывать специфический контекст произведения и творчества Л. М. Леонова. В отличие от классических экзистенциальных романов западных авторов, действие «Пирамиды» разворачивается в конкретной исторической и социокультурной ситуации – в предвоенной Москве, в атмосфере нарастающего тоталитаризма. Экзистенциальные переживания героев Леонова неотделимы от их столкновения с идеологией, властью и историческими катаклизмами. Они вынуждены существовать в мире, где свобода ограничена, а индивидуальность подавляется.

Один из ключевых приёмов романа — символическая подмена сакрального профанным, выраженная через отождествление церкви и цирка, ангела и фокусника, пророчества и представления. Исследовательница акцентирует внимание на диалогической структуре текста, где обыденное и возвышенное существуют в зеркальной оппозиции, разрушая границы между духовным и телесным. Этот приём позволяет Леонову говорить о кризисе веры и расщеплении

идентичности, а также раскрывать суть экзистенциального конфликта через аллегорические параллели. По словам автора, «функцию института церкви берет на себя цирк, проповедь заменяется артистическим номером, а ангел низводится до фокусника» [Качалова, 2020; 43].

Юлия Бамбалски в «Пирамиде» выступает как сложный женский персонаж, сочетающий в себе черты архетипа Великой Матери, феминного двойника и апокалиптической соблазнительницы. Исследовательница показывает, что фигура Юлии — не просто социальный или бытовой образ, а философски нагруженный символ женского начала, утраты сакрального и кризиса идентичности. Образ этой героини строится как мифологическая конструкция, «вбирающая в себя архаические и модернистские слои», что делает её важным элементом экзистенциальной системы романа [Воронцова, 2022; 58].

В романе «Пирамида» Леонов выстраивает космогонию, близкую к гностической философии, где ключевыми понятиями становятся Плерома, Пустота и Демиург. Через образ Дымкова, модели «вселенной по Дымкову» и борьбу Добра и Зла автор выражает стремление к сверхреальности, пытаясь осмыслить человеческую природу в метафизическом контексте. Гностические мотивы интегрируются не как цитата, а как способ мироощущения — через образную систему, структуру повествования и философию персонажей. Это придаёт тексту экзистенциальную глубину и сближает роман с традицией европейского модернизма «…the whole course of his powerful thought, his artistic picture of the world was consonant with this great flow of European culture». [Ivanova & Serebryakov, 2019; 507].

Образ отца Матвея, с его бунтом против религиозных догм и поиском личной истины, перекликается с экзистенциальным протестом против любых форм несвободы и навязанных смыслов. Однако его духовные искания происходят в контексте глубоко религиозной культуры, что придает его экзистенциальному кризису особую окраску. Он не просто отвергает традиционную религию, но и пытается создать свою собственную систему верований, основанную на личном опыте и интуиции. Вадим Лоскутов, разочаровавшийся в коммунистической идее, сталкивается с абсурдом истории и потерей индивидуальности в тоталитарной системе, что является одной из центральных тем экзистенциализма. Гибель Вадима в лагере можно рассматривать как предельную ситуацию, в которой абсурдность существования проявляется наиболее остро.

Оксана Руслановна Саликова исследует, как мотив зеркального отражения становится ключевым инструментом в раскрытии экзистенциальной проблематики романа. Зеркало в «Пирамиде» символизирует духовную границу, отчуждение и попытку героев осознать свою идентичность в искажённой реальности. Персонажи взаимодействуют с отражающими поверхностями – буквально и метафорически – чтобы постичь своё истинное

«я» или уйти в «зазеркалье» как в трансцендентное пространство. Как подчёркивает исследователь, «художественный мир «Пирамиды» подобен кривому зеркальному отражению традиционных представлений о мире гуманизма, свободы и добра» [Саликова, 2014; 2]

Татьяна Александровна Серёгина рассматривает роман «Пирамида» как «открытый текст» в герменевтическом смысле, в котором смысл формируется на пересечении авторской интенции и читательского восприятия. Интертекстуальные связи с философскими, религиозными и культурными источниками создают многослойную структуру текста и придают ему характер «романа культуры» или даже «энциклопедии духовных исканий». Особенно подчёркивается двойственная парадигма борьбы Бога и дьявола, где «поле битвы — сердца человеческие» [Серёгина, 2013; 63]. Такой подход раскрывает философскую глубину романа и актуализирует проблему духовного выбора.

В «Пирамиде» Леонова экфрасис выступает не просто литературным приёмом, но способом философского и духовного выражения. Визуальные реминисценции — от икон и храмовых фресок до картин Брейгеля и Дюрера — становятся медиумом раскрытия мировоззренческой и метафизической проблематики. Как подчёркивают авторы, «экфразис Леонова… выражает семантико-поэтическую соразмерность визуального и вербального начал авторского мышления» [Дырдин & Жукова, 2022; 327]. Таким образом, через изобразительные образы Леонов осмысляет вопросы бытия, веры, исторической памяти и нравственного выбора.

Интересным аспектом является образ ангела Дымкова, чье столкновение с человеческим миром и попытка понять его законы могут быть интерпретированы как экзистенциальное переживание «инаковости» и отчуждения. Несмотря на свою небесную природу, Дымков сталкивается с необходимостью выбора и испытывает сомнения, что сближает его с экзистенциальным героем, мучительно переживающим свою свободу. Дымков, по сути, является наблюдателем, который пытается понять человеческую природу, но не может до конца ее постичь. Его отчуждение от мира людей подчеркивает трагическую пропасть между идеалом и реальностью.

ВЫВОДЫ

Проведенное исследование позволяет сделать вывод о том, что в романе Л. М. Леонова «Пирамида» отчетливо прослеживаются черты экзистенциальной философии, а ряд персонажей могут быть квалифицированы как экзистенциальные герои. Наиболее ярким примером является образ отца Матвея (Лоскутова), чьи духовные искания, отход от догматизма и стремление к личному постижению истины в полной мере соответствуют критериям экзистенциального героя. Вадим Лоскутов, столкнувшийся с крахом своих идеалов и абсурдом тоталитарной системы, также обладает рядом экзистенциальных черт. Даже образ ангела Дымкова,

в силу его отчуждения и попыток понять человеческое бытие, может быть рассмотрен в экзистенциальном контексте.

Роман «Пирамида» представляет собой сложное и многогранное произведение, в котором экзистенциальные мотивы переплетаются с философско-мистическими и историософскими размышлениями. Анализ романа с точки зрения концепции экзистенциального героя позволяет углубить понимание философской глубины произведения и его места в контексте русской литературы XX века. Дальнейшие исследования могут быть направлены на более детальное изучение взаимодействия экзистенциальных мотивов с другими философскими и религиозными идеями в романе, а также на сопоставительный анализ экзистенциальных героев Леонова с персонажами других русских писателей XX века, таких как М. Булгаков, А. Платонов и др.

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SEMANTIC ANALYSIS OF WEDDING LEXEMES IN ENGLISH

Annotation. This study examines the semantic structure of wedding lexemes, analyzing their linguistic, cultural, and symbolic meanings. Wedding terminology reflects traditions, societal norms, and emotions, making it vital to linguistic and cultural research. Despite previous studies, gaps remain in understanding how wedding lexemes adapt to social changes, cross-cultural influences, and historical shifts. Conflicting views persist regarding the roles of religion and regional traditions in shaping wedding vocabulary. Traditional research often focuses on etymology or symbolism but lacks a comprehensive cross-linguistic approach. This study employs semantic field analysis, etymological research, and corpus-based comparison to address these gaps. Objectives include identifying semantic patterns, tracing historical developments, and exploring cultural influences on wedding lexemes amid globalization. Findings reveal that wedding lexemes carry metaphorical and symbolic meanings, influenced by religion, traditions, and societal changes. While evolving over time, they retain core symbolic functions, demonstrating both stability and adaptability. This research highlights the role of wedding lexemes in shaping social identity and preserving cultural narratives. Understanding their semantics provides insights into linguistic anthropology and sociolinguistics, emphasizing language as a repository of traditions and collective memory.

Key words: linguistic evolution, semantic evolution, gender inclusivity, modernization, ritual terminology, lexical changes.

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INGLIZ TILIDA TO‘Y MAROSIMLARIGA OID LEKSEMALARNING SEMANTIK TAHLILI

Annotatsiya. Ushbu tadqiqot to‘y leksemalarining semantik tuzilishini o‘rganib,

ularning lisoniy, madaniy va ramziy ma‘nolarini tahlil qiladi. To‘y atamashunosligi an‘analar, ijtimoiy me‘yorlar va his-tuyg‘ularni aks ettirgani uchun lingvistik va madaniy izlanishlarda muhim ahamiyat kasb etadi. Ilgari o‘tkazilgan tadqiqotlarga qaramay, to‘y leksemalarining ijtimoiy o‘zgarishlarga, madaniyatlararo ta‘sirlarga va tarixiy o‘zgarishlarga qanday moslashishini tushunishda bo‘shliqlar saqlanib qolmoqda. To‘y so‘z boyligining shakllanishida din va mintaqaviy urf-odatlarning o‘rni borasida ziddiyatli qarashlar saqlanib qolmoqda. An‘anaviy tadqiqotlar ko‘pincha etimologiya yoki ramziylikka e‘tibor qaratsa-da, keng qamrovli tillararo yondashuvdan yiroq. Mazkur tadqiqot ushbu bo‘shliqlarni to‘ldirish uchun semantik maydon tahlili, etimologik izlanishlar va korpusga asoslangan qiyoslash usullarini qo‘llaydi. Tadqiqotning maqsadlari semantik qonuniyatlarni aniqlash, tarixiy rivojlanishni kuzatish va globallashuv sharoitida to‘y leksemalariga madaniy ta‘sirlarni o‘rganishdan iborat. Natijalar shuni ko‘rsatadiki, to‘y leksemalari din, urf-odatlar va jamiyatdagi o‘zgarishlar ta‘sirida majoziy va ramziy ma‘nolarga ega. Ular vaqt o‘tishi bilan rivojlanib borsa-da, asosiy ramziy vazifalarini saqlab qoladi, bu esa barqarorlik va moslashuvchanlikni namoyon etadi. Bu tadqiqot to‘y leksemalarining ijtimoiy o‘zlikni shakllantirish va madaniy rivoyatlarni asrash borasidagi ahamiyatini ochib beradi. Ularning semantikasini tushunish lingvistik antropologiya va sotsiolingvistika sohasiga yangicha qarash baxsh etib, tilni an‘analar va jamoaviy xotira xazinasi sifatida namoyon qiladi.

Kalit so‘zlar: lingvistik evolyutsiya, semantik evolyutsiya, gender inklyuzivlik, modernizatsiya, marosim terminologiyasi, leksik o‘zgarishlar.

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СЕМАНТИЧЕСКИЙ АНАЛИЗ СВАДЕБНЫХ ЛЕКСЕМ В АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. В данном исследовании рассматривается семантическая структура свадебных лексем, анализируются их лингвистические, культурные и символические значения. Свадебная терминология отражает традиции, общественные нормы и эмоции, что делает ее крайне важной для лингвистических и культурологических исследований. Несмотря на предыдущие исследования, остаются пробелы в понимании того, как свадебные лексемы адаптируются к социальным изменениям, межкультурным влияниям и историческим сдвигам. Сохраняются противоречивые мнения относительно роли религии и региональных традиций в формировании свадебной лексики. Традиционные исследования часто сосредоточены на этимологии или символизме, но им не хватает ком-

плексного межъязыкового подхода. В данном исследовании для устранения этих пробелов применяются анализ семантического поля, этимологическое исследование и корпусное сравнение. Задачи включают выявление семантических закономерностей, прослеживание исторического развития и изучение культурных влияний на свадебные лексемы в условиях глобализации. Результаты показывают, что свадебные лексемы несут метафорическое и символическое значение, находясь под влиянием религии, традиций и общественных изменений. Со временем они эволюционируют, сохраняя при этом основные символические функции, демонстрируя как устойчивость, так и способность к адаптации. Данное исследование подчеркивает роль свадебных лексем в формировании социальной идентичности и сохранении культурных нарративов. Понимание их семантики дает представление о лингвистической антропологии и социолингвистике, подчеркивая роль языка как хранилища традиций и коллективной памяти.

Ключевые слова: лингвистическая эволюция, семантическая эволюция, гендерная инклюзивность, модернизация, церемониальная терминология, лексические изменения.

INTRODUCTION

The English wedding lexicon reflects cultural traditions, emotional significance, and legal aspects. Recent studies highlight its evolution, shaped by linguistic, cultural, and societal shifts. While weddings balance tradition and modern values, their vocabulary provides a rich area for semantic analysis.

This research identifies key wedding lexemes, examines their meanings, and traces usage shifts over the past decade. Scholars debate whether wedding terminology remains stable or adapts to gender inclusivity, cultural changes, and globalization. Some argue for continuity, while others emphasize emerging trends that challenge linguistic norms.

Existing research lacks comprehensive studies on digital media‘s influence on wedding vocabulary and the semantic shifts driven by evolving social structures. This study systematically explores wedding lexemes, outlines their semantic fields, identifies key changes in meaning, and incorporates the latest linguistic research.

By analyzing contemporary discourse and linguistic trends, this research enhances understanding of how wedding-related language adapts to societal changes.

RESEARCH METHODS

This study employs a **qualitative and descriptive linguistic analysis** to examine the semantic characteristics of wedding lexemes in the English language. The research methodology includes the following key approaches: **lexical-semantic analysis, comparative analysis**, **corpus-based study**, **discourse analysis**, and **review of scholarly literature**. By combining these methods, the study aims to provide a systematic and in-depth understanding of the semantic evolution of wedding lexemes in English and their broader cultural and societal implications.

RESULTS

The study on English wedding lexemes reveals key findings:

1. **Semantic Categorization:** Wed-

ding vocabulary falls into distinct fields – ceremony (wedding, vows), participants (bride, groom), attire (gown, ring), and traditions (honeymoon, dowry). While terms like *betrothal* and *dowry* decline, modern ones like *wedding planner* and *destination wedding* gain prominence.

2. **Linguistic Evolution:** Social changes drive shifts in wedding lexemes. Gender-neutral terms (*partner, spouse*) increasingly replace gendered ones, reflecting evolving attitudes toward marriage and inclusivity.

3. **Corpus-Based Trends:** Linguistic corpora show rising usage of terms like *elopement* and *micro-wedding*, influenced by evolving wedding trends. Digital media introduces informal terms like *bridezilla* and *wedding hashtag*.

4. **Cultural and Discourse Influence:** Literature and media now emphasize personalization over rigid traditions. Globalization has led to borrowed and hybrid terms in multicultural weddings.

5. **Research Gaps:** Studies focus on formal wedding terminology, but digital communication and pop culture remain underexplored. The impact of social movements and legal changes, such as same-sex marriage legalization, requires further study.

Wedding lexemes evolve with cultural, technological, and social changes. Trends toward inclusivity, modernization, and digital influence reshape the traditional wedding lexicon, demonstrating language‘s dynamic nature.

DISCUSSION

The lexicon of weddings in the English language encompasses a rich array of words, reflecting cultural traditions, emotional significance, and legal aspects. This semantic analysis explores key wedding-related lexemes, their meanings, connotations, and associations within various contexts.

Many wedding-related lexemes carry metaphorical meanings shaped by cultural beliefs and traditions. As George Lakoff and Mark Johnson discuss in *Metaphors We Live By*, language is deeply metaphorical, shaping our understanding of abstract concepts [Lakoff & Johnson, 1980]. For example, common wedding phrases like “tying the knot” metaphorically represent marriage as a bond that unites two individuals, while “taking the plunge” conceptualizes marriage as a daring or irreversible commitment.

Furthermore, Dirk Geeraerts, in *Theories of Cognitive Linguistics* explains how metaphors in language reflect and reinforce cultural attitudes. He notes, “Metaphor is not just a linguistic expression but a cognitive mechanism that structures our perception of social rituals” [Geeraerts, 2010]. This is evident in phrases like “walking down the aisle”, where the physical movement symbolizes a transition into a new stage of life.

Semantic fields and connotations

Wedding lexemes are associated with several semantic fields:

– **Love and Commitment**

Words like *vows, forever, union, devotion* emphasize emotional and lifelong commitment.

Wedding lexemes related to “**love and commitment”** often highlight the emotional depth and lifelong dedication involved in a marriage. Terms such as “vows,” “forever,” “union,” and “devotion” underscore the promises couples make to each other, symbolizing the strength of their emotional bond and mutual commitment. For example, vows are

sacred promises made during the ceremony, emphasizing the couple‘s dedication to one another in all circumstances. As wedding expert Amelia P. writes, “The vows spoken at a wedding are the very heart of the ceremony, setting the tone for the relationship‘s enduring commitment” [*The Psychology of Love and Commitment*, 2022].

These words not only define a promise of love but also reinforce the idea of an unbreakable connection, often expressed through phrases like “forever” or “lifetime.” Literary examples and real-life vows demonstrate that these terms evoke a sense of devotion that transcends the present moment, creating a framework for enduring partnership. One well-known vow, “I promise to love you forever,” reflects this timeless commitment, resonating with the universal desire for stability and trust in love.

– **Celebration and Festivity**

The vocabulary associated with wedding celebrations, particularly regarding the “celebration and festivity” semantic field, includes terms like *reception*, *toast*, *dance*, and *feast*. These words capture the joyful, communal aspects of weddings, where guests come together to honor the union and celebrate the couple‘s new life.

The reception is a key part of the wedding festivities, marking the time when guests gather after the ceremony to celebrate. It is often filled with various activities like toasts, dancing, and shared meals. The reception has roots in social gatherings where the newlyweds engage with their guests, reflecting a community spirit [Garman, 2021].

Toast typically occurs during the reception, where guests raise their glasses to express their well-wishes to the couple. It serves as a ritualistic gesture symbolizing good fortune and long-lasting love for the newlyweds [Coontz, 2005]. This act is evident in both formal and informal settings, highlighting the communal aspect of weddings.

Dance, especially the *first dance*, carries rich symbolism in wedding ceremonies. It represents unity and the couple‘s journey together, often symbolized by graceful movements and harmony. This tradition connects the couple in an intimate way, while group dances further unite the gathered community in shared joy [Northern Lights, 2023]. The first dance is commonly regarded as the emotional highlight of a wedding reception, symbolizing the couple‘s commitment and the beginning of their shared life.

These words represent the key moments of joy, community, and celebration that encapsulate the essence of a wedding, emphasizing the collective experience shared by all participants.

– **Formality and Tradition**

Lexemes such *betrothal, officiant, dowry, nuptials* indicate legal, religious, or traditional influences.

Betrothal refers to a formal engagement that historically could involve legal commitments or ceremonial promises. The tradition of betrothal is often linked with religious practices, where a formal ceremony or blessing might precede the wedding. For instance, a betrothal ceremony can be viewed as a binding agreement before marriage, particularly in certain religious settings. As highlighted by Spoken Bride, a betrothal ceremony in some Christian traditions is regarded as a solemn pledge, where the couple commits to marry, often accompanied by blessings from clergy [spokenbride.com].

Officiant is a person who presides over the wedding ceremony, ensuring that it meets legal or religious standards. In many cultures, the officiant is commonly a clergy member, priest, or religious leader. The term reflects the legal and ritualistic roles involved in the marriage process. As the Bible notes, a wedding ceremony is witnessed by family, friends, and often officiants who bless the union in sacred contexts [biblehub.com].

Dowry is a historically significant concept, often involving gifts or property given by the bride‘s family to the groom. Although dowries were once essential in marriage negotiations, their role has diminished in modern times. However, the concept still holds symbolic weight, representing familial ties and the joining of two households. Research on marriage customs underscores that in many cultures, a dowry serves to solidify the social and economic bonds between families, marking a commitment to mutual support [biblehub.com].

Nuptials refers to the wedding itself or the ceremonies and rituals surrounding it. This term is often used in more formal or legal contexts, sometimes in religious texts. It symbolizes the union of two individuals in a sacred or legal bond, especially in religious contexts where nuptials are viewed as more than just a social event but as a divine covenant [spokenbride.com, biblehub.com].

Semantic Evolution

Modernization: Modern wedding terminology has evolved to reflect changing trends and the increased customization and personalization of wedding celebrations. Terms like “fiancé(e)”, “wedding planner”, and “destination wedding” exemplify contemporary wedding culture.

The term “fiancé(e)” is widely used in modern wedding discourse to denote the period of engagement between a couple. It reflects a more informal and personalized approach to the language of commitment compared to older terms like “betrothed” [Weddings from the Heart, 2025)]

The rise of the “wedding planner” also points to the modern trend of outsourcing wedding organization. The wedding planner‘s role has become a significant part of the modern wedding experience, coordinating everything from the venue selection to the entertainment, often assisting couples in creating highly personalized ceremonies [dwdtravel.co, weddingsfromtheheartblog.net].

The “destination wedding” has surged in popularity, allowing couples to exchange vows in exotic or picturesque locations. This trend has redefined the wedding as not only a ceremony but a travel experience, blending a traditional celebration with a vacation. Destination weddings, particularly those in smaller and more intimate settings, are seen as an antidote to the more elaborate traditional ceremonies of the past [dwdtravel.co], weddingsfromtheheartblog.net].

These modern trends emphasize both intimacy and personalization, shifting away from formal conventions toward more individualized and experience-based celebrations. Such trends in wedding lexicon and practices underscore the growing importance of personal choice, convenience, and unique experiences in wedding planning.

Shifting gender norms: The rise of terms like *partner, spouse* over *husband/wife* in inclusive contexts. Shifting gender norms in wedding terminology have led to the increasing use of gender-neu-

tral terms such as "partner" and "spouse" over traditional labels such as "husband" and "wife". This shift reflects a broader societal movement toward inclusivity, recognizing diverse gender identities and expressions. Many couples today prefer terms like "partner" or "spouse" because they are seen as more inclusive, as they do not rely on binary gender norms. As noted by one study, "The use of "spouse" allows couples to define their relationship without being confined to traditional gender roles" [CWR Photography, 2023].

Furthermore, as another source points out, using terms like "partner" instead of "bride" or "groom" helps create space for all types of relationships, especially within same-sex and non-binary communities [Russ, 2023]. This evolving vocabulary ensures that everyone involved feels respected and acknowledged, contributing to a more inclusive and equitable society.

Declining usage: The terms *dowry* and *betrothal* are becoming less commonly used in modern Western wedding contexts, reflecting broader changes in societal attitudes and practices. Historically, a dowry was a gift from the bride's family to the groom or the couple, often viewed as a financial safety net for the wife. However, in modern weddings, especially in Western societies, this practice has largely diminished, replaced by other forms of gift-giving or even omitted altogether [Balch Institute, 2025; Genealogy Magazine, 2025]. In many cases, the concept of *betrothal* – the formal engagement period – has also become less significant. The shift from formalized engagements to more casual proposals reflect changing expectations around relationships and marriage dynamics.

Recent studies have shown that dowries, which were once an essential part of many cultures' marriage contracts, are fading from public consciousness. In Western countries, this term is now associated with outdated traditions rather than modern practices. For instance, *betrothal* in the traditional sense of a legally binding contract has been replaced by more flexible engagement periods, focusing on personal choice over contractual obligation [Genealogy Magazine, 2025].

Overall, both *dowry* and *betrothal* have largely become historical terms in the context of contemporary Western weddings, signaling the ongoing evolution of marriage customs.

The lexicon of weddings in English reveals a deep cultural and emotional significance, blending tradition with evolving social values. The semantics of wedding-related terms continue to adapt to contemporary norms while preserving historical roots.

The research highlights significant shifts in English wedding lexemes due to sociocultural, technological, and linguistic influences.

1. Traditional vs. Modern Lexemes: Wedding vocabulary has evolved from tradition-oriented terms (betrothal, dowry) to modern, practical ones (destination wedding, wedding planner). This reflects fading historical customs and increased commercialization.

2. Gender Inclusivity: Traditional gendered terms (bride, groom) are increasingly supplemented or replaced by gender-neutral alternatives (partner, spouse, newlyweds) in legal and informal contexts.

3. Digital Media Influence: Social media and online culture have introduced trend-driven lexemes like *bridezilla* (de-

manding bride), *wedding hashtag* (custom social media tag), and *micro-wedding* (small-scale event), emphasizing technology's role in shaping wedding discourse.

4. Cross-Cultural Borrowings: Globalization has led to hybrid terms such as *fusion wedding* (mixed traditions) and *mehndi party* (South Asian pre-wedding celebration), reflecting multicultural influences.

5. Research Gaps: While legal and religious wedding lexemes are well-studied, informal and internet-driven terms require more attention. The impact of gender-neutral language on wedding terminology also needs further exploration.

Wedding lexemes mirror cultural evolution, adapting to modern values, technology, and inclusivity while maintaining historical roots. Understanding these changes provides insight into linguistic and social shifts in marriage discourse.

CONCLUSION

This study examines the evolution of English wedding lexemes, revealing their adaptability to cultural, social, and technological shifts. Traditional terms like *betrothal* and *dowry* are fading, while modern ones such as *destination wedding* and *wedding planner* reflect contemporary practices.

A major development is the rise of gender-inclusive terms (*partner, spouse*) in legal and social contexts. Digital media and popular culture influence wedding vocabulary, introducing informal terms such as *bridezilla* and *wedding hashtag*. Globalization further enriches wedding lexemes through cross-cultural borrowings.

Research gaps persist, particularly in informal and internet-driven wedding vocabulary and the influence of social movements on wedding terminology. Future studies could explore how technological and societal trends continue reshaping these lexemes.

Overall, wedding vocabulary reflects cultural transformations, showcasing language's ability to evolve while preserving traditional meanings and functions.

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LINGUOCULTURAL CHARACTERISTICS OF CLOTHING NAMES IN THE ENGLISH AND UZBEK LANGUAGES

Abstract. This article aims to investigate the linguocultural aspects of clothing terminology in the English and Uzbek languages and to illustrate how these terms embody cultural values, historical evolution, and national identity. It operates on the premise that language and culture are inextricably linked, with clothing vocabulary serving as a significant indicator of a society‘s lifestyle, customs, and perspectives. The primary objective is to perform a comparative analysis of clothing terminology in both languages by examining their origins, semantic variations, cultural connections, and usage in day-to-day conversations. Particular emphasis is placed on traditional attire, loanwords, and the symbolic meanings that have arisen from historical, climatic, and social factors. The analysis reveals both similarities and distinctions in the conceptualization of clothing between English and Uzbek. While there are shared universal concepts, each language encapsulates its distinct cultural context through specific clothing terms. Uzbek clothing names often reflect national symbolism and traditional heritage, while English terms tend to capture contemporary fashion and global influences. These findings enhance the understanding of cross-cultural communication and encourage further exploration in linguistics, translation, and cultural studies, particularly for those examining language through a cultural lens.

Key words: linguocultural studies, linguocultural unity, clothing names, dialectology, terminology.

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INGLIZ VA O‘ZBEK TILLARIDA LIBOS NOMLARINING LINGVOMADANIY XUSUSIYATLARI

Annotatsiya. Ushbu maqolada ingliz va o‘zbek tillarida kiyim-kechak atamalari lingvomadaniy jihatidan tahlil qilinadi va ushbu atamalar madaniy qadriyatlar, tarixiy taraqqiyot hamda milliy o‘ziga xoslikni qanday aks ettirishi ko‘rsatiladi. Tadqiqot til va madaniyat o‘rtasidagi mustahkam aloqa prinsipiga asoslangan bo‘lib, kiyim-kechak so‘zlari jamiyat turmush tarzi, urf-odatlari va dunyoqarashining muhim ko‘rsatkichi sifatida baholanadi.Tadqiqotning asosiy maqsadi ikki tildagi kiyim-kechak atamalarining kelib chiqishi, semantik farqlari, madaniy konteksti va kundalik nutqdagi ishlatilishini asosli manbalar asosida solishtirib o‘rganishdir. Milliy kiyimlar, o‘rganilgan so‘zlar va tarixiy, iqlimiy va ijtimoiy ta‘sirlar natijasida shakllangan ramziy ma‘nolar alohida e‘tiborga olinadi.Tahlil natijalari shuni ko‘rsatadiki, ingliz va o‘zbek tillarida kiyimlar tushunchasi bir qator umumiy jihatlarga ega, ammo har bir til o‘ziga xos madaniy kontekstlarini aks ettiruvchi terminlarga ega. O‘zbek tilidagi kiyim nomlari ko‘proq milliy timsollar va an‘analarni bildirsa, ingliz tilidagi atamalar zamonaviy moda va global tendentsiyalarni ifodalaydi.Bu tadqiqot natijalari madaniyatlararo muloqotni yaxshiroq anglashga yordam berishi mumkin va lingvistika, tarjima va madaniyatshunoslik sohalaridagi kelgusi tadqiqotlar uchun zamin yaratadi.

Kalit so‘zlar: lingvomadaniyatshunoslik, lingvomadaniyat birligi, kiyim nomlari, dialektologiya, terminologiya.

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ЛИНГВОКУЛЬТУРНЫЕ ОСОБЕННОСТИ НАИМЕНОВАНИЙ ОДЕЖДЫ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. Данная статья посвящена исследованию лингвокультурных аспектов терминологии одежды в английском и узбекском языках, а также тому, как эти термины отражают культурные ценности, историческое развитие и национальную идентичность. Исследование основывается на предписании о неразрывной связи между языком и культурой, указывая на важность лексики, связанной с одеждой, как индикатора образа жизни, обычаев и взглядов общества. Основная задача состоит в сравнительном анализе терминов одежды в обоих языках с учетом их происхождения, семантических различий, культурных ассоциаций и использования в повседневной речи. Особое внимание уделяется традиционной одежде, заимствованным словам и символическим значениям, которые складываются под воздействием исторических, климатических и социальных факторов. Результаты анализа показывают как общие черты, так и различия в понимании одежды в английском и узбекском языках. Несмотря на

наличие общих понятий, каждая культура отражает свою уникальную среду через специфические термины. Узбекские названия одежды чаще всего содержат национальную символику и отражают традиционное наследие, в то время как английские термины связаны с современной модой и глобальными трендами. Полученные результаты способствуют углубленному пониманию межкультурной коммуникации и могут послужить основой для дальнейших исследований в области лингвистики, перевода и культурологии.

Ключевые слова: лингвокультурология, лингвокультурное единство, названия одежды, диалектология, терминология.**Kalit so‘zlar:** lingvomadaniyatshunoslik, lingvomadaniyat birligi, kiyim nomlari, dialektologiya, terminologiya.

INTRODUCTION

Linguoculturology, or cultural linguistics, is a scientific field that explores the interaction between language and culture. It integrates linguistic and cultural studies to examine how worldviews, values, and cultural traditions are reflected through language. Numerous scholars have conducted research in this field, publishing their findings in scientific works. According to V.A. Maslova, “linguoculturology is a social science that studies the material and spiritual culture embedded in language and manifested through linguistic processes, integrating insights from cultural studies, linguistics, ethno linguistics, and anthropology” [Maslova, 2011:9].

Clothing has long been a fundamental aspect of human life, serving not only physiological functions but also carrying deep semantic meaning. The purpose, cultural significance, and representation of clothing are essential aspects to consider. Clothing choices are influenced by various factors, including age, ethnicity, gender, geography, and personal interests. National attire reflects a people‘s cultural and linguistic heritage, embodying traditional styles, historical influences, and cultural practices. For example, in Uzbek culture, garments such as the chopon [coat], yaktak [men‘s shirt], do‘ppi [national headdress], and ro‘mol [headwear] hold cultural significance, representing national identity. Similarly, in English, attire such as the kilt [Scottish national dress] and bowler hat [traditional British headwear] have unique cultural connotations.

Up to the present, many researchers globally have examined clothing in their studies, leading to the publication of numerous scientific articles. These studies serve as notable examples of academic work in this area. The article which is called: “National Dress Names and Features in English and Uzbek Languages” is one of the vivid sample articles in this topic. It was written by [Anvarova Sayyoraxon Minavvarjon qizi, 2024], a student at Uzbekistan State World Languages University, and investigates the cultural and historical importance of clothing within English and Uzbek linguistic contexts. It looks into the evolution of clothing names, their classifications, and their meanings across different cultures. According to the historical development of clothing, the research outlines the progression of clothing from primitive body

adornments, tattoos, and symbolic accessories to woven fabrics and apparel, while in lexical groupings it classifies clothing terms found in historical Uzbek literature, especially in the works of Navoi, into categories such as headgear, outer garments, and footwear. In cultural and social contexts, clothing terminology is examined in relation to social class, seasonal relevance, and linguistic influences [such as Turkish, Persian, and Arabic] on Uzbek attire. The article also notes the increasing fusion of traditional garments with global fashion trends, impacting clothing terminology in both English and Uzbek. It shows that the study underscores the evolving nature of clothing vocabulary and the importance of ongoing research to keep pace with changing fashion influences and globalization.

In addition to this, the article titled "Language of Dressing as a Communication System and Its Functions – Roman Jakobson's Linguistic Method," authored by [Todorović, T. et al., 2017], examines the role of clothing as a nonverbal communication medium. The authors utilize Roman Jakobson's linguistic framework to investigate the various ways in which dress communicates meaning. The scholars apply Jakobson's six functions of communication [referential, emotive, conative, phatic, metalingual, and poetic] to study clothing's societal roles. The paper highlights the variety of clothing styles across different cultures and historical eras, indicating how these styles shape identity and societal roles. Fashion trends serve as symbols within various groups. The authors draw from linguistics, sociology, and semiotics to illustrate that clothing extends beyond mere functionality, encompassing social interactions and identity formation.

Moreover, another article, "Semantic Classification of Metaphors in Ukrainian and English Inscriptions on Clothing," edited by [Striuk, N., 2021], examines the role of metaphors in clothing inscriptions from both Ukrainian and English perspectives. Her aim is to categorize these metaphors by their semantic characteristics and assess their usage across the two languages. The researcher seeks to analyze and categorize the various metaphors found in clothing inscriptions in Ukrainian and English, examining how these metaphors reflect differences in culture and language. According to this research, the author treats clothing inscriptions as linguistic entities that convey meanings beyond their literal interpretations. A comparative approach is employed to evaluate the metaphorical expressions in both languages, so metaphors are classified into semantic categories that include attributes of humans, emotions, nature, movement, and abstract ideas. Some metaphors are universal and found in both languages, while others are unique to specific cultures.

Overall, all these articles mentioned above are explored in a specific way to illustrate the term clothing in different scientific areas. [Todorović et al., 2017] reveal how fashion and dressing express meaning across diverse contexts by employing Jakobson's model, while the findings of [Striuk, 2021] illustrate that metaphors in clothing inscriptions are reflections of identity, values, and emotions in both languages. This study enhances the understanding of how metaphorical language operates in both commercial and everyday settings.

Additionally, the study of [Anvarova, 2024] underscores the evolving nature of clothing vocabulary and the importance of ongoing research to keep pace with changing fashion influences and globalization.

RESEARCH METHODS

This research examines the linguocultural traits of clothing terminology in English and Uzbek, utilizing various methods prevalent in contemporary linguistic studies. The investigative process incorporates descriptive, comparative-contrastive, etymological, semantic, and linguocultural analysis techniques.

By reviewing existing articles and compiling extensive research findings, additional scientific studies will be conducted on the specified dissertation topic. The initial phase of the research explores the origins of relevant scientific terms, their applications, and an analysis of clothing-related examples within literary and historical contexts. This research topic is closely linked to linguoculturology, a field that investigates the connections between language and culture. Within this framework, an in-depth examination of the field‘s historical evolution, as well as the interrelations among humans, society, time, and culture, will be undertaken. A comparative study of the functional and semantic features of clothing terminology in English and Uzbek will be conducted, supported by relevant examples. Additionally, the meanings of clothing-related terms will be analyzed through explanatory dictionaries in both languages, with examples and excerpts from literary sources. The study will also explore national realia, which play a crucial role in enriching clothing terminology in both languages, examining their functional and semantic dimensions.

The descriptive method facilitates an exploration of the meanings and definitions of clothing terms in English and Uzbek, systematically detailing their terminology and identifying both shared and unique characteristics. Additionally, comparative-contrastive analysis is employed to investigate the phonetic, morphological, and semantic aspects of clothing names, shedding light on their linguistic structures and the cultural influences shaping their differences. This methodology clarifies the development of clothing terms across different languages in both national and cultural contexts.

Etymological analysis focuses on tracing the origins and historical evolution of clothing names, including the borrowing processes from other languages, thereby enhancing the understanding of the linguistic features of clothing terminology. Semantic analysis further delves into the primary and contextual meanings, highlighting the relationships between clothing names and national as well as social influences.

A linguocultural perspective is crucial to this study, as it examines the cultural associations, national distinctiveness, and significance of clothing terminology within each linguistic community‘s mindset. This approach highlights how clothing names are influenced not only by linguistic factors but also by social and cultural contexts.

The research draws on a variety of materials, including academic articles, dictionaries, literary texts, and media sources in both Uzbek and English. The findings provide valuable insights into

the linguistic and cultural characteristics of clothing terminology, shedding light on their formation within the framework of national culture. The article presents the results of analysis of 20 English and Uzbek clothing terms selected by the continuous sampling method from the explanatory dictionaries of two dictionaries: Explanatory Dictionary of the Uzbek Language [2006], Oxford Dictionary [2000].

RESULTS AND DISCUSSION

The semantic structures of clothing terms in English and Uzbek reveal significant insights into the cultural and social contexts of these languages. In English, clothing terms often reflect the functional properties or physical characteristics of garments. For example, the word "sweater" refers to clothing worn to provide warmth, while "skirt" denotes a garment covering the lower part of the body. In Uzbek, clothing terms frequently carry additional meanings tied to cultural traditions, gender roles, or social status. For instance, the Uzbek term "chopon" refers to a traditional robe-like garment worn by men, symbolizing the country's cultural heritage. Similarly, "do'ppi" is a traditional Uzbek cap worn by men, signifying masculinity and identity.

When considering the significance of clothing in English linguistics, one of the most well-known national garments is the kilt, traditionally worn in Scotland. The kilt is closely associated with Scottish culture, and some believe that wearing a kilt at a ceremony unrelated to one's lineage brings misfortune. In Scotland, men do not wear skirts—they wear kilts. Traditionally, women do not wear kilts but instead wear shirts or pleated skirts made of tartan fabric, often paired with a light scarf or shawl of the same material. "This is the most traditional type of Irish kilt" [The Great Gatsby, 2013].

In the Uzbek language, the dialectology of clothing terms manifests in various forms. The words papoq and quloqchin, both referring to headwear, exhibit regional variations. In the Bukhara dialect, this type of headwear is called papoq or popoq, while in other dialects of Uzbekistan, it is known as quloqchin [Liboslar tarixi, 230].

Examples from literature further illustrate the cultural significance of clothing terminology:

"Slipper" is a lightweight shoe made of a soft material, designed for use at home.

"The soldiers of the ferocious Sepkilshah, wearing slippers, came like a flood and washed away his childhood joys." [Anvar Obidjon, Meshpolvonning Sarguzashtlari, 124]

"With slippers on their heads, they were all well-armed and lined up against the wall." [Vladimir Ikskul, Honor and Revenge, 34]

Kalish and kovush are dialects of traditional leather footwear worn by both men and women. Their usage varies across Uzbek dialects, with kovush being more common in Andijan, Namangan, and Fergana regions.

Additional literary examples include:

"I just saw my mother's kalish standing in Kavshandoz; the inside of the kalish was full of snow." [O'tkir Hoshimov, Dunyoning Ishlari, 19]

"One kalish is not enough for victory, my dear, give me your kalish." [Anvar Obidjon, Meshpolvonning Sarguzashtlari, 34].

The words chopon, to'n, and jubba

[of Arabic origin] are outer garments forming a synonymous st, all referring to long cotton coats.

For example, in Boburnoma:

“He had sandals on his feet and a cape on his shoulders.” [Boburnoma, 177]

Historical sources sometimes use jubba interchangeably with chopon. For instance, jubba is described as a fur coat made of red fox fur. It is a wide and long coat with a frill and a lining sewn into it.

Additionally, among Uzbek and other Turkic peoples, numerous outerwear variations derive from the term to‘n. In the Namangan dialect, to‘n is often used alongside guppi.

For example:

“I put on a guppi coat and tied it around my waist.”

Here, “guppi coat” refers to a cotton coat.

Dialectology of dresses in English
British English American English
Jumper Sweater
Trousers Pants
Trainers Sneakers
Pants Underpants
Neppy Deaper
Vest Undershirt
Wellies Rubberboot
Waistcoat Vest
Dressing gown Bathrobe

In the Karakalpak dialect, guppi is used separately, signifying a short cotton-padded coat, equivalent to the Russian fufayka. The term guppi holds a similar meaning in other Turkic languages, referring to a warm outer garment made of cotton, camel, or goat wool [Karakalpak-Russian Dictionary, 146].

The comparative analysis of British English (B.E.) and American English (A.E.) clothing terminology reveals lexical, cultural, and functional nuances. Below are several illustrative examples supported by literary contexts.

Pants (A.E.)

A garment that extends from the waist to the ankles, featuring distinct compartments for each leg that are connected at the top.

“It was Gatz who had been loafing along the beach that afternoon in a torn green jersey and a pair of canvas pants” [The Great Gatsby, 105].

“Then they saw the boy, standing beside a bush, watching them uncertainly. A dusty little boy, in torn pants, with a stick in his hand” [Ladies’ Detective Agency, 130].

Trousers (B.E.)

A type of garment that is worn from the waist down, covering each leg individually.

“A few days later he took him to Duluth and bought him a blue coat, six pairs of white duck trousers, and a yachting cap” [The Great Gatsby, 107].

“I only had one pair of shoes, but I had a spare shirt and some spare trousers” [Ladies’ Detective Agency, 17].

Pants (B.E. – Underwear)

In British English, “pants” refers to undergarments.

"I think I really like it best when you can kid the pants off a girl when the opportunity arise" [J.D. Salinger, The Catcher in the Rye, 42].

Vest (A.E.)

A sleeveless garment worn over other clothing for warmth or protection.

"Some guy in one of those very dark gray flannel suits and one of those checkered vests" [J.D. Salinger, The Catcher in the Rye, 68].

Waistcoat (B.E.)

A close-fitting, sleeveless, waist-length garment, typically buttoned in front and worn over a shirt and under a jacket.

"A beardless youth, one of those society youths whom the old Prince Shtcherbatsky called 'young bucks' in an exceedingly open waistcoat, straightening his white tie as he went" [L. Tolstoy, Anna Karenina, 84].

This comparative analysis highlights the rich linguistic and cultural dimensions embedded in clothing terminology across English and Uzbek, reflecting historical, regional, and social influences.

The semantic structures of clothing terms in English and Uzbek further reveal significant insights into the cultural and social contexts of these languages. In English, clothing terms often reflect functional properties or physical characteristics. For example, sweater denotes a warm garment, while skirt refers to a garment covering the lower body.

In Uzbek, clothing terms frequently carry additional cultural meanings. For example, chopon refers to a traditional robe worn by men, symbolizing heritage and status, and do'ppi is a traditional Uzbek men's cap, representing masculinity and identity.

In English-speaking cultures, traditional clothing also holds symbolic value. One of the most recognizable garments is the kilt, traditionally worn in Scotland. It is closely tied to Scottish identity, and wearing it outside of familial or cultural lineage is considered inappropriate by some. In Scotland, men do not wear skirts—they wear kilts. Traditionally, women wear pleated tartan skirts, shirts, and shawls made of the same material.

"This is the most traditional type of Irish kilt" [The Great Gatsby, 2013].

CONCLUSION

Clothing is a fundamental aspect of human existence, fulfilling both physiological needs and serving as an important expression of cultural, social, and linguistic identity. The findings of this study indicate that the semantic structures of clothing terminology in Uzbek and English exhibit unique characteristics shaped by their respective socio-cultural environments. The development of these terms is closely linked to historical, geographical, and cultural factors.

In English, clothing terms primarily emphasize functional and physical properties, whereas Uzbek terms often reflect cultural traditions, gender identities, and social hierarchies. For instance, the terms "chopon" and "jubba" demonstrate various historical and regional lexical forms, while "papoq" and "quloqchin" highlight dialectal variations. These differences illustrate how sociocultural influences shape vocabulary development.

Furthermore, this study highlights dialectal differences in clothing terminology between British and American English. Variations such as

"jumper" versus "sweater" and "trousers" versus "pants" signify broader linguistic distinctions influenced by historical evolution, geographic distribution, and cultural interactions. These contrasts underscore the dynamic and evolving nature of language.

In conclusion, the analysis of clothing terminology provides valuable insights into the intersection of language, cultural identity, and historical continuity. The study of such linguistic phenomena is inherently interdisciplinary, bridging linguistics with sociological and cultural dimensions. Future research in this field could further explore how clothing-related vocabulary contributes to shaping linguistic and social identities across diverse cultural contexts.

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LINGUOCULTURAL CHARACTERISTICS OF CLOTHING NAMES IN THE ENGLISH AND UZBEK LANGUAGES

Abstract. The main goal of this article is to compare lexical features of metaphors in English and Uzbek prose. The objectives of the study are to analyze and compare the theories, views, and metaphorical concepts proposed by linguists. The study aims to examine the lexical and cultural characteristics of metaphors used in literary works at the level of two languages, to determine the use of metaphor in language, comparing similarities and differences. The metaphors in these sources were analyzed in terms of their lexical and cultural use. This study focuses on the comparative analysis of metaphors by using the method of document study, drawing on the theory of conceptual metaphor and the key contributions of scholars. According to the results obtained during the study, metaphors have many differences and similarities in the two languages according to their use in literary discourse. While in English, metaphors are mainly used to express positive feelings and states of creativity, in Uzbek metaphors often serve to express states of inner sadness and disappointing. The study concludes that these features arose under the influence of internal and external factors of the language, as well as cultural dimensions.

Key words: metaphor, cultural differences, literary expression, comparative analysis, literary works, conceptual theory metaphor.

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INGLIZ VA O‘ZBEK ADABIY ASARLARIDAGI METAFORALARNING QIYOSIY MADANIY TAHLILI

Annotatsiya. Mazkur maqoladan ko‘zlangan asosiy maqsad – ingliz va o‘zbek nasridagi metaforalarning leksik hamda madaniyatga xos xususiyatlarini ikki til doirasida o‘rganish hisoblanadi. Tadqiqotning vazifalari tilshunoslar tomonidan taklif qilingan nazariyalar, qarashlar va metaforik tushunchalarni tahlil qilish, o‘zaro taqqoslash, adabiy asarlarda qo‘llanilgan metaforalarning leksik va madaniy xususiyatlarini o‘zbek va ingliz tillarida qo‘llanilish farqlarini, hamda o‘xshashliklarini

o‘rganishdan iborat. Adabiy kontekslarda qo‘llanilgan metaforalarning lug‘aviy va madaniy xususiyatlariga ko‘ra misollardan foydalanib tadqiqot olib borildi.. Ushbu tadqiqot kontseptual metafora nazariyasiga va olimlarning asosiy hissalariga asoslanib, hujjatni o‘rganish usulidan foydalangan holda metaforalarni qiyosiy tahlil qilishga qaratilgan. Tadqiqot davomida olingan natijalarga ko‘ra, ingliz va o‘zbek tillaridagi adabiyotida qo‘llanilgan metaforalar ba‘zilari tubdan farqlanadi, ba‘zilarida esa o‘xshahsliklar mavjuddir. Ingliz tilida metafora, asosan, ijobiy his-tuyg‘ularni ifodalash uchun qo‘llanilsa, o‘zbek tilida metafora ko‘pincha ichki qayg‘u va umidsizlik holatlarini ifodalash uchun xizmat qiladi. Mazkur natijalar, o‘z navbatida, metaforaning adabiyotda qo‘llanilish xususiyatlari til rivojlanishining ichki va tashqi omillari hamda madaniy o‘lchovlar natijasida paydo bo‘lgan degan xulosani keltirib chiqaradi.

Kalit so‘zlar: metafora, madaniy farqlar, adabiy ifoda, qiyosiy tahlil, adabiy asarlar, konseptual metafora nazariyasi.

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СРАВНИТЕЛЬНО-КУЛЬТУРНЫЙ АНАЛИЗ МЕТАФОР В АНГЛИЙСКИХ И УЗБЕКСКИХ ЛИТЕРАТУРНЫХ ПРОИЗВЕДЕНИЯХ

Аннотация. Основной целью данной статьи является изучение лексико-культурных особенностей метафор в английской и узбекской прозе в рамках двух языков. Целью исследования является анализ и сравнение теорий, взглядов и метафорических концепций, предложенных лингвистами, изучение лексических и культурных особенностей метафор, используемых в литературных произведениях, а также изучение различий и сходств в их использовании в узбекском и английском языках. Исследование проводилось с использованием примеров, основанных на лексических и культурных характеристиках метафор, используемых в литературных контекстах. Целью данного исследования является проведение сравнительного анализа метафор с использованием метода изучения документов, основанного на теории концептуальной метафоры и основных работах ученых. Согласно результатам, полученным в ходе исследования, некоторые метафоры, используемые в английской и узбекской литературе, принципиально различаются, а другие имеют сходства. В то время как метафоры в английском языке в основном используются для выражения положительных эмоций, в узбекском языке они часто служат для выражения состояний внутренней грусти и отчаяния. Эти результаты, в свою очередь, приводят к выводу о том, что особенности использования метафоры в литературе возникли в результате внутренних и внешних факторов развития языка и культурных измерений.

Ключевые слова: метафора, культурные различия, литературное выраже-

ние, сравнительный анализ, литературные произведения, концептуальная теория метафоры.

INTRODUCTION

Metaphors play a fundamental role in literary works, enriching language by conveying complex ideas, emotions, and imagery in a creative and impactful way. They are more than just figures of speech, they serve as cognitive tools that shape the way people perceive and interpret the world. In literature, metaphors enhance storytelling by adding depth to characters, themes, and emotions, making abstract concepts more relatable to readers. One of the key influences of metaphors on speech is their ability to create vivid mental images, allowing writers and speakers to express ideas in a more engaging and persuasive manner. By drawing connections between seemingly unrelated concepts, metaphors make language more expressive, memorable, and emotionally resonant. [Please paste the citation here] For instance, in both English and Uzbek literature, metaphors are frequently used to illustrate human experiences, such as "*a heart of stone*" (English) or "*tosh yurak*" (Uzbek, meaning *stone heart*), both referring to a person who lacks empathy. These metaphorical expressions influence how people communicate, interpret emotions, and construct meaning in everyday language. While, distinguish metaphors from simile is not so difficult for language learners. Metaphor compares two objects according to similar features. Readers can catch the meaning of the metaphor easily, but it can be difficult to spot the metaphors, mostly in English literary works. The metaphor "She is an early bird"-here "an early bird" implies that she likes getting up and tends to complete tasks in the early hours of the morning. Simile, on the other hand, compares the objectives with conjunctions (like, such as, as). For example, in the simile "Her eyes are like diamonds," the eyes are directly compared to diamonds using the word "like." Similes can be distinguished from metaphors by the presence of such comparative conjunctions.

Metaphor is figurative speech that directly refers to one thing by mentioning another. It may provide clarity or identify hidden similarities between two different ideas. Metaphors are usually meant to create a likeness or an analogy [Merriam Webster, 2024]. So far, many English and Uzbek linguists have been working on phraseological expressions, especially Metaphors. When we deep into this field, we do start from George Lakoff and Mark Johnson, who suggested Conceptual Metaphor Theory (CMT) in their book of "Metaphors We Live By" [Lakoff and Johnson, 1980; 9]. The theory has a long history, rooted in centuries of research that considers metaphor as a fundamental cognitive mechanism for redefining, shaping, and even creating reality rather than just as a decorative element in language. Several studies have improved on the concepts suggested by G. Lakoff and M. Johnson's book since it was released in 1980 by confirming, changing or adding new information. In their Metaphors - We Live By, they suggested that metaphors are common not only in certain genres in order to create some artistic effect (such as literature) but also in the most neutral, everyday used forms of language [Lakoff and M. Johnson, 1980;

7]. During the early stages of conceptual metaphor research, CMT researchers collected linguistic metaphors from a variety of sources, such as dictionaries, newspapers, magazines, radio and television shows, everyday conversations, and their own linguistic knowledge. They found numerous of metaphorical examples, such as "defending an argument", "exploding with anger", "building a theory", "fire in someone's eyes", "foundering relationship", "a cold personality", "a step-by-step process", "digesting an idea", "people passing away", "wandering aimlessly in life", and literally thousands of others. Most, if not all, of such linguistic metaphors are part of native speakers' mental lexicon. [Kövecses, 2017; 33].

Metaphors are used commonly in poetics in order to reinforce the meaning of the conception. Theory of poetic reading by combining cognitive science and neuroscience is introduced by linguists. By applying schema/world theories, figure and ground theories, and conceptual metaphor theory to literary analysis, literary scholars – particularly stylisticians –had expanded the field by the late 1990s. [Tsur, 1990;6]. **Conceptual Metaphor Theory (CMT)** helps in understanding imaginative language, intricate metaphors, and abstract themes in both poetry and prose. **Figure-Ground Theory** is useful for analyzing stylistic shifts, foregrounding of textual elements, and overall narrative significance. **Schema and World Theories** contribute to explaining poetic personae and the construction of fictional worlds. [Stockwell, 2002; 13].

"Embodied cultural metaphors" are a prevalent kind of cultural metaphor that highlight how body-related terminology aids in the conceptualization of feelings, emotions, intellect, and spirituality. Sharifian states that the human body is an important component of metaphor. In both language literary works body-based metaphors are common, for example: "face"- *They face up difficulties when they started to do research on global warming. "*Head"-*He is leading the book review project.* [Sharifian, 2017; 9].

According to the cognitive linguistic perspective, a metaphor is understood as the comprehension of one conceptual domain in terms of another. This type of cognitive processing is crucial because it allows individuals to conceptualize abstract ideas using more concrete experiences. For instance, we often conceptualize life as a journey, theories as buildings, ideas as food, and social structures as plants. These metaphorical mappings help structure our thinking and communication. Kovecses summarizes this by stating that metaphor operates through the formula: Conceptual Domain A is Conceptual Domain B. This framework underpins many of the metaphorical expressions found in everyday language as well as in literature. According to his theory, metaphor is important in our life, and he classified metaphor according to characterization of distinct classes. He states that distinguishing classes enables us to see the subtle differences in the nature, function, and power of metaphor. In conceptual metaphors, one domain of experience is used to understand another domain of experience. The metaphorical linguistic expressions make manifest particular conceptual metaphors. The domain that we seek to understand is referred to as the target domain, while the domain from which we draw knowledge to make sense of it is known as the source

domain [Kövecses, 2005; 9].

Metaphors are classified into several categories, including cultural metaphors related to domains such as land and medicine, creative cultural metaphors, embodied cultural metaphors, and those situated along the cognitive processing continuum. People in many industrialized societies view time as a resource that can be “budgeted”, “spent”, “saved”, etc. The concept of time is being conceptualized in more tangible terms, which is why it is printed in small capital letters. This conceptualization method is known as "conceptual mapping" or "conceptual metaphor" in Cognitive Linguistics; the sub-paradigm of Cognitive Linguistics that examines conceptual metaphor is called “Conceptual Metaphor Theory” (CMT) [Sharifian, 2017; 26].

Metaphors are powerful literary devices used to describe concepts in a different context. We use metaphors, as a device, to appreciate visualizations [S. Panda & T. Roy, 2020, 707] Cultural metaphors involve a form of conceptualization across various domains known as the source domain and the target domain, which is very similar to conceptual metaphors but different from cultural schemas and cultural categories. Technically speaking, cultural (and conceptual) metaphors can be described as a type of “Cross-domain conceptualization” [Sharifian, 2017;18.]. Nasrullayeva carried out a research according to its anthropomorphic features and their socio- communicative functions. According to her anthropomorphic metaphors are based on representation of objects and events through human characteristics, feelings or behavior. These metaphors emerged person’s social experience, social interactions and important for conveying information in various cultural social sources. In her scientific work linguistic, cognitive, and linguistic-cultural facets of the anthropocentric metaphor are considered as an individual's internal and external attributes using the terms "human" and “animal” [Nasrullayeva, G. 2024; 18].

This article aims to conduct a comparative analysis of metaphors in English and Uzbek literary works, exploring their similarities and differences in structure, meaning, and cultural significance. Additionally, it will review previous findings on metaphor usage in both languages to highlight the linguistic and cultural variations in metaphorical expressions. By examining the role of metaphors in shaping literary discourse, this study will contribute to a deeper understanding of how figurative language influences both literature and communication across different linguistic traditions.

RESEARCH METHODS

To investigate metaphors in Uzbek and English, this study uses a comparative qualitative analysis. Its goal is to find both similarities and differences in the metaphorical expressions used in the two languages. There are three primary phases to the methodology:

Choosing Literary Sources. The main sources of data were representative works of literature in both Uzbek and English. The Uzbek corpus (which Uzbek corpus, instances, if possible or name of the Corpus with source) contains works by well-known authors like O‘tkir Hoshimov, Abdulla Qahhor selected for their linguistic and cultural depth, while the English (which English corpus, instances, if possible or name of the Corpus with source) corpus contains works from the

past and present that are renowned for their extensive use of metaphor. To allow for a more comprehensive analysis of metaphorical usage, these texts were chosen to guarantee diversity in style, genre, and thematic content.

By analyzing primary sources the research explores the structural and lexical similarities and differences between English and Uzbek metaphorical expressions. The study also examined the cultural and cognitive factors that influence metaphor formation, as well as the frequency and function of specific metaphor types in each language. The results of this methodical approach aim to highlight how metaphors reflect both **universal cognitive patterns** and **language-specific cultural values** in English and Uzbek literature.

RESULTS

In literary works metaphors are used in order to exaggerate meaning-of the concept or empowered readers visualizing. It mostly occurs on narrative style of literary works. "Bitter wind"- "Taking a remorseful satisfaction in the snowy walk and bitter wind" [L. Alcott, 2002; 26]. Bitter wind interferes difficult times. Primary use of the word bitter expressing taste of liquid or cuisine but here used with the noun "wind" and together they transferred meaning. Differently, in Uzbek literature the word bitter "achchiq" is used mostly for expressing certain truths, that necessary and valuable, while can be emotionally painful or hard to accept. An extract from Uzbek literary work can be an example of this view: "Haqiqat shu qadar shirinki, tatib ko'rging keladi. Shu qadar achchiqki, tilingni kuydiradi"! [Hoshimov, 2024; 3]. "Achchiq" here describing truth (haqiqat) which interferes how the truth may influence people.

Using the part of bodies as a component of metaphor is common in English language. "If anyone had known care lavished on that dolly, I think it would have touched their hearts [Alcott, 2022; 29]. "Touch one's heart" is metaphorical expression – having an emotional impact on someone. It implied affecting them deeply, in a positive way. The word "heart" symbolized as the same meaning with "soul", touching is used explaining emotionally expression rather than physically. In Uzbek literature similarly the word "yurak" and "ko'ngil" are often used expressing deep feelings. For example: "Yuragimga sig'maydi, sig'maydi yuragimga hech narsa!" [Qahhor, 2013; 44] in this sentence the author tried to show how hero is going through depression. "Yurakga sig'maydi" - means being in a bad situation, going through sorrow and has a pain in soul from loosing close ones or bad experience. Another example from this source is - "Ko'ngli yarimta" - "Qo'y endi, ozor berma, ko'gli yarimta, - degan edi, Asrorqul qayta avj oldi:" [Qahhor,2013; 44.] "Ko'ngli yarimta" - having a depression experience after difficulty or loosing, being in stress and easy to be upset situation. Both metaphors are used negatively in Uzbek literary. In Uzbek literature some metaphors can be used as a renaming but often describing action in a literary way. The phrase "Ko'z yummoq" has two different metaphorical meanings - polysemy metaphor. The first meaning is "to die", the second one is to ignore or overlook something on purpose. Ko'z yumayotganida "hammalaringdan mingdan-ming roziman", dedi [O'. Hoshimov, 2019; 4]. "Ko'z yumayotganida" - "going to die". The phrase carries the meaning of

dying instead of closing eyes with action. Lexical expression that formed name of body parts as a component of metapfor is common in English and Uzbek literature.

Most metaphors are often used to describe emotions and convey deeper meaning in English literature. The phrase "sharp look" - metaphorically conveys an intense gaze, often associated with judgement or strong emotions. It uses the word "sharp", typically associated with physical objects like knives, but here used as a metaphorical expression. "*She caught up her knitting, which had dropped out of her hands, gave me a sharp look through her specs, and said, in her short way. "Finish the chapter, and don't be impertinent, miss*." [Alcott, 2022; 34].

Animal or Nature Metaphors. Phraseology expressions are also used as renaming person according to their similar features. In other words, naming person according to their character, features. For example: *My teacher is a monster,this homework assignment is a beast. She is busy bee.* Bees are naturally busy, qualities of bees are conveying meaning to describe human character. *Long quiet days she spent, not lonely nor idle, for her little world was peopled with imaginary friends, and she was by nature a busy bee.* [Alcott, 2022; 31] by using the metaphor "Busy bee' author tried to characterize Hanna. In Uzbek these metaphors are less common, "*Irkit o'rdakcha "-isolated, seperated* [Berdiyeva, 2025].

Color-Based Metaphors. Lexical expressions that formed as a component of using colors such as, black days, darkened eyes, to get caught red-handed. In Uzbek also some metaphors are structured component of colors by modifying meaning, for example - qora kunlar, qizarmoq(uyatdan), sarg'aymoq(kasallikdan). *Our eyes darkened; we hear no steps beside us; we see no lady spread her ghostly cloak.* [Woolf, 2005; 384] darkened eyes here means not coloring but to be blurring, blinding, loosing vision ability. Similarly, in Uzbek literature, metaphors are structured with using colors. This literary extract can be example of this sentence "*Tolibjon yuragini bir umrga jarohatlagan, boshiga qora kunlar solgan voqeani alam-sitam bilan eslab ketdi"* [Ahmad, 2018; 13]. "Qora kun" - Black days means days that full of sorrow, bad experience and emotional pains. Black is symbolized as badness or negative connotations.

Metaphor helps to express an idea or concept in a simple way in speech. Threfore, author addreess metaphors in order to grab reader attention to their work. Each language has its own lexexal expressions that shaped the influence of culture, social changes, internal and external factors of societies. Metaphor carries that cultural dimensions on its semantix. For example: *You're building castles in the air- being directly in the speech, being realistic (low context culture). A nine-to-five job*:(individualism). In Uzbek *boshini silamoq -taking care or to take an adopt* (collectivism), Shirin muomala (high-context culture).

DISCUSSION. As it can be seen that metaphors in Uzbek literture works carry deep emotional feelings mostly in negative way and focus on indirectness, collectivism. While In English, lexical expressions are used mostly describing creativity, positive expressions, directness in speech (Table 1).

Table 1. Lexical features of metaphors.

	Types of Metaphors	In English	In Uzbek
1	Emotion type	Bitter wind- bitter truth	Bitter mostly component with "truth"(haqiqat)
2	Body part	Heart, eyes(creativeness to explain expression)	Ko'ngil, ko'z (often expressing sorrow, dissapointment)
3	Color use	black days, (expressingh bad days) darkened eyes-(blinding)	Qora kunlar, (expressing bad days) sarg'aymoq, qizarmoq (describing illnesses)
4	**Animal or Nature Metaphors.**	Busy bee, (descirbing good quality) monster, beast (describing something horrible)	Irkit o'rdak(separeted, isolated)
5	**Cultural dimensions**	*You're building castles in the air*-(Being realistic)-low context	*boshini silamoq -to take for an adopt or taking care* (collectivism)
5	Usage context	Often creative, expressing the object with positive way, being direct and realistic.	Often describing painful emotions, deep emotionally sorrowness, "tending toward indirect expression

As analyzing some metaphors it can be witnessed that language is instable and changes over time by internal and external factors of that culture. Baxronova in her research states that each meaning of a word in a language contains metaphorical possibilities; the development of new meanings is influenced by the peculiarities of the historical development of a people, the uniqueness of a national culture, everyday traditions, its connection with other peoples, and the natural conditions of a state. When naming an ordinary object, for example, a horse, people mean the same animal, but everyone puts their own understanding and figurative representation into the word - more emotional or more reasonable, more lively, figurative or close to a dead name [Bakhronova, 2020; 2].

CONCLUSION. This paper addressed the differences and similarities of metaphors in English and Uzbek literary works. The primary objective was to highlight how metaphors matter in literature. Key findings indicate that languages are always shaped by the influence of cultural domain, nationality, history, and cultural dimensions. In English, most metaphors are used to express positive emotions by describing fascinating feelings with metaphors. While in Uzbek literature, authors tend to use metaphors mostly when they want to express soul pain, difficulties, and hard times. By analyzing several literary works, we can see that the way metaphors are used, whether they are positive or negative, mostly depends on the period, plot, and genre of the literary work, or under social situations, they tend to impress the readers by fatalistic lexical expressions. Practical implications provide viewpoints about metaphors that are formed by the influence of cultural nuances for translation and the teaching of metaphors in literature. When we analyze the metaphors in literary works, it can be better to consider the period of the literary works. Future research directions should focus on extending analysis of oral literature and metaphor in media, including analyzing more findings by classifying

them according to their functions as morphological, phonological, and syntactic in the sentences in two languages.

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INGLIZ VA O‘ZBEK TILLARIDA UNLI VA UNDOSH TOVUSHLARNING TALAFFUZI HAMDA SO‘Z URG‘USINING O‘RNI: QIYOSIY TAHLIL

Annotatsiya. Ushbu maqolada ingliz va o‘zbek tillarida unli va undosh tovushlarning talaffuzi hamda so‘z urg‘usining o‘rni bo‘yicha qiyosiy tahlil o‘tkaziladi. Tadqiqot davomida har ikkala tilning fonetik tizimi o‘rganilib, ularning o‘ziga xos xususiyatlari aniqlanadi. Shuningdek, ingliz tilining unli tovushlar tizimi murakkab bo‘lib, uzun va qisqa unlilar hamda diftonglarni o‘z ichiga oladi, o‘zbek tilida esa bunday tafovut mavjud emas. Shuningdek, ingliz tilida interdental, portlovchi va frikativ tovushlar uchrashi kuzatilsa, o‘zbek tilida bunday tovushlar yo‘q. So‘z urg‘usi masalasida ham farqlar mavjud bo‘lib, ingliz tilida urg‘u ma‘no va grammatik funksiyani belgilashi mumkin, o‘zbek tilida esa u nisbatan barqarorroq hisoblanadi. Mazkur qiyosiy tahlil til o‘rganish jarayonida fonetik xatolarni minimallashtirish va kommunikativ kompetensiyani oshirishga xizmat qiladi. Tillar fonetik tizimi orqali bir-biridan farqlanadi. Har bir tilda unli va undosh tovushlarning soni, sifati, talaffuzdagi xususiyatlari va so‘z urg‘usining o‘rni turlicha. Ingliz va o‘zbek tillari ham fonetik jihatdan sezilarli darajada farq qiladi. Bu farqlar ingliz tilini o‘rganayotgan o‘zbek tilida so‘zlashuvchilarning talaffuzdagi xatolariga sabab bo‘ladi. Ushbu maqolada ingliz va o‘zbek tillarining unli va undosh tovushlari hamda urg‘u tizimi o‘rtasida qiyosiy tahlil amalga oshiriladi.

Kalit so‘zlar: unli, undosh tovushlar, fonetik, grammatik funksiya, deskriptiv, talaffuz.

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СРАВНИТЕЛЬНЫЙ АНАЛИЗ ПРОИЗНОШЕНИЯ ГЛАСНЫХ И СОГЛАСНЫХ И МЕСТА УДАРЕНИЯ В АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. В статье дается сравнительный анализ произношения гласных и согласных звуков, а также роли словесного ударения в английском и узбекском языках. В ходе исследования были изучены фонетические системы обоих языков и выявлены их уникальные особенности. Кроме того, система

гласных английского языка сложна и включает в себя долгие и краткие гласные, а также дифтонги, тогда как в узбекском языке такого различия нет. Кроме того, в английском языке встречаются межзубные, взрывные и фрикативные звуки, в узбекском языке таких звуков нет. Существуют также различия в вопросе словесного ударения: в английском языке ударение может определять значение и грамматическую функцию, тогда как в узбекском языке оно считается относительно стабильным. Этот сравнительный анализ позволяет минимизировать фонетические ошибки и повысить коммуникативные навыки в процессе изучения языка. Языки отличаются друг от друга своей фонетической системой. Количество, качество, особенности произношения и положение ударения в слове гласных и согласных различаются в каждом языке. Английский и узбекский языки также существенно различаются фонетически. Эти различия приводят к ошибкам в произношении среди носителей узбекского языка, изучающих английский язык. В статье дается сравнительный анализ гласных и согласных звуков, а также ударных систем английского и узбекского языков.

Ключевые слова: гласный, согласный, фонетический, грамматическая функция, описательный, произношение.

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COMPARATIVE ANALYSIS OF THE PRONUNCIATION OF VOWELS AND CONSONANTS AND THE PLACE OF STRESS IN ENGLISH AND UZBEK

Abstract. This article conducts a comparative analysis of the pronunciation of vowels and consonants and the role of word stress in English and Uzbek. During the study, the phonetic systems of both languages are studied and their specific features are identified. Also, the vowel system of English is complex and includes long and short vowels and diphthongs, while there is no such difference in Uzbek. Also, while interdental, plosive, and fricative sounds are observed in English, there are no such sounds in Uzbek. There are also differences in the issue of word stress, as in English stress can determine meaning and grammatical function, while in Uzbek it is relatively stable. This comparative analysis serves to minimize phonetic errors and increase communicative competence in the process of language learning. Languages are distinguished from each other by their phonetic system. The number, quality, pronunciation characteristics, and the role of word stress in each language are different. English and Uzbek also differ significantly in phonetic terms. These differences cause pronunciation errors among Uzbek speakers learning English. This article provides a comparative analysis of the vowels, consonants, and stress systems of English and Uzbek.

Key words: vowels, consonants, phonetics, grammatical function, descriptive, pronunciation.

KIRISH

Ingliz tili va uning fonetikasidagi ayrim hodisalar hamda o‘zbek tili fonetikasi bilan o‘zaro o‘xshashligi yoki aksincha nomuvofiqliklari tilshunoslikni o‘rganayotgan har qanday talaba uchun qiziq bo‘lishi tabiiy [Shaabdurahmonova, 1980]. Fonetika [yunoncha “fone” – tovush so‘zidan olingan] tilshunoslikning bir bo‘limi bo‘lib, tildagi tovushlarni o‘rganuvchi sohadir [Marks, 2007]. Fonetika biror tildagi nutq tovushlarini, unli va undoshlarni, ularning paydo bo‘lishi, rivojlanish qonuniyatlari, umuman, inson tovushlarini o‘rganadi. Fonetika nutq apparati, bo‘g‘in va ularning tuzilishini tekshiradi, shuningdek, adabiy talaffuz normalarini, tovushlar o‘zgarishini, urg‘u, intonatsiya va uning turlarini o‘rganadi.

Ushbu ikki tilning fonetik o‘xshashligiga e‘tibor bersak, hayolimizga birinchi navbatda har ikkalasining alifbosi keladi. Ingliz tili va o‘zbek tilining harflar tizimi lotin alifbosiga asoslangan. Garchi harflar lotin alifbosida bo‘lsa-da, ularning talaffuzi va tovushlar sonida nomutanosibliklar bor. Ingliz tilining fonetik tizimi murakkab bo‘lib, unli tovushlarning uzun-qisqaligi, diftong va triftonglarning mavjudligi, shuningdek, interdental va portlovchi tovushlarning qo‘llanilishi o‘zbek tilidan farq qiladi [Kattabayeva, 2018, 75–77]. O‘zbek tilida esa tovush tizimi nisbatan barqaror bo‘lib, uzun-qisqa unlilar o‘rtasidagi farq yo‘q, urg‘u esa asosan so‘zning oxirgi bo‘g‘iniga tushadi [Abduazizov, 1992, 52].

Mazkur tadqiqotda ingliz va o‘zbek tillarining fonetik xususiyatlari qiyosiy tahlil qilinib, ularning kommunikativ funksiyadagi ahamiyati o‘rganiladi. Ushbu tahlil xorijiy tillarni o‘rganishda uchraydigan fonetik muammolarni aniqlash va ularni bartaraf etish bo‘yicha ilmiy-amaliy tavsiyalar berishga xizmat qiladi.

Fonetika bo‘limida nafaqat harflar, balki urg‘u ham alohida ahamiyatga ega hisoblanib, o‘zbek va ingliz tillarida so‘zlarga urg‘u turlicha qo‘yiladi. Ushbu jumlaga ta‘rif beradigan bo‘lsak, urg‘u – so‘z bo‘g‘inlaridan yoki gapda ishtirok etayotgan so‘zlardan birining boshqalariga nisbatan kuchliroq talaffuz qilinishi.

Yana ingliz tilining og‘zaki nutqida grammatik so‘zlar, jumladan yordamchi fe‘llar, yuklamalar, olmoshlar va artikllar odatda hech qanday urg‘u qabul qilmaydi [Kattaboeva, 2021, 1454–1457]. Bu boradagi o‘xshashlik o‘zbek tilida ham mavjud bo‘lib, ayrim qo‘shimchalar [shaxs-son, bo‘lishsizlik, ravish yasovchi, affiks (qo‘shimcha) yuklamalar, sonning ma‘no turini hosil qiluvchi, ota ismi va familiyaga qo‘shiluvchi qo‘shimchalar], bog‘lamalar va ko‘makchilar hech qanday urg‘u olmaydi [Shaabdurahmonova, 1980].

Urg‘uning jozibadorligi shundaki, o‘zbek tilida bir so‘zning turli joylarida urg‘u qo‘yilishiga qarab, o‘sha so‘z ikki xil ma‘noni anglatadi va boshqa-boshqa so‘z turkumida bo‘ladi. Masalan, akademik so‘zida urg‘u e harfiga tushib otni, ya‘ni ilmiy unvonni bildirib kelsa, akademik so‘zida esa urg‘u i ga tushib sifat turkumiga oid so‘z bo‘ladi — ya‘ni akademik litsey [Abduazizov, 1992, 52].

Xuddi o‘zbek tilidagi singari ingliz tilida ham qo‘shma so‘zlar mavjud bo‘lib, agar qo‘shma so‘zning bir qismi sifat so‘z bo‘lsa, ikkala qismiga ham urg‘u baravariga tushadi: neverending, old-fashioned, hard-headed. Agar so‘zning har ikkala qismi ham ot so‘z turkumidan yasalsa, faqat birinchi qismiga urg‘u

tushadi: bookcase, bookshelf, desktop, greenhouse [Marks, 2007].

Har bir tilning tovush tizimi o‘ziga xos fonemalarga ega. Fonema – ma‘noni farqlovchi eng kichik tovush birligidir. Ingliz tilining fonologik tizimi o‘zbek tiliga nisbatan murakkabroq bo‘lib, unda tovushlarning pozitsion variantlari (allofonlar) ko‘p. O‘zbek tilida esa fonemalar barqarorroq va fonetik o‘zgaruvchanlik darajasi past [Polivanov, 1933, 6].

Masalan:

• Ingliz tilida /p/ fonemasi [p^h] (aspirated, “pen”) va [p] (unaspirated, “spin”) shakllarida aytiladi.

• O‘zbek tilida esa /p/ fonemasi deyarli faqat bitta variantda ishlatiladi.

Bu farq ingliz tilini o‘rganuvchi o‘zbeklar uchun tovushlar orasidagi sezilarli farqni anglamaslik va talaffuzda kamchiliklarga olib kelishi mumkin.

Unli tovushlarning muhim jihatlari: uzunlik va markazlashuv

Ingliz tilida unli tovushlarning **uzunligi va markazlashganlik darajasi** ma‘no farqlovchi rol o‘ynaydi. Bu xususiyat o‘zbek tiliga nisbatan yangi va notanish.

Masalan:

• **ship** /ʃɪp/ vs **sheep** /ʃiːp/ O‘zbek tilida ikkala so‘z bir xil talaffuz qilinishi mumkin – bu esa ma‘no noaniqligiga olib keladi.

Bundan tashqari, ingliz tilida **markazlashgan tovush** – /ə/ (shva) keng qo‘llaniladi, ayniqsa zaif urg‘uga ega bo‘g‘inlarda. O‘zbek tilida bu tovush mavjud emas, bu esa talaffuzni murakkablashtiradi.

METODLAR

Ushbu tadqiqotda ingliz va o‘zbek tillarida unli va undosh tovushlarning talaffuzi hamda so‘z urg‘usining o‘rni bo‘yicha qiyosiy tahlil o‘tkazish uchun quyidagi lingvistik tadqiqot usullari qo‘llanildi:

1. Qiyosiy-taqqoslash metodi: ingliz va o‘zbek tillarining fonetik tizimlari o‘rtasidagi o‘xshashlik va farqlar aniqlanib, ularning o‘ziga xos xususiyatlari solishtirildi. Ushbu metod yordamida har ikki tilning unli va undosh tovushlari, ularning talaffuzi hamda so‘z urg‘usi tizimi qiyosiy tahlil qilindi.

2. Eksperimental-fonetik metod: ingliz va o‘zbek tillaridagi tovushlarni akustik jihatdan o‘rganish hamda ularning talaffuzi bo‘yicha o‘zgarishlarni aniqlash uchun qo‘llanildi. Bu metod yordamida har ikkala til vakillarining nutq namunalarini tahlil qilish imkoniyati yaratildi.

3. Deskriptiv (tasviriy) metod: har ikki tilning fonetik xususiyatlari tizimli ravishda tavsiflanib, ularning umumiy va farqli jihatlari aniqlandi. Ushbu metod orqali fonetik qonuniyatlar va talaffuzdagi o‘ziga xos xususiyatlar batafsil bayon qilindi.

4. Statistik metod: tadqiqot natijalarini umumlashtirish va aniqlangan fonetik xususiyatlarning necha foiz hollarda uchrashini tahlil qilish maqsadida foydalanildi.

5. Eksperimental talaffuz tahlili: ingliz va o‘zbek tillarini o‘rganuvchilar tomonidan amalga oshirilgan talaffuz xatolarini o‘rganish va ularning sabablari aniqlash uchun qo‘llanildi. Ushbu metodlar asosida ingliz va o‘zbek tillarining fonetik xususiyatlari o‘rtasidagi farqlar va o‘xshashliklar chuqur o‘rganilib, ularning kommunikativ funksiyadagi roli tahlil qilindi [Shakirov, 1955, 39].

NATIJALAR

Tadqiqot natijalari ingliz va o‘zbek tillarining fonetik tizimi o‘rtasidagi asosiy farqlar va o‘xshashliklarni aniqlashga

yordam berdi. Quyidagi muhim natijalarga erishildi:

1. Unli tovushlarning talaffuzi

■ Ingliz tilida 12 ta unli tovush mavjud bo‘lib, ular uzun va qisqa unlilarga bo‘linadi. Shuningdek, ingliz tilida diftong va triftonglar mavjud bo‘lib, bu tovushlar talaffuzni murakkablashtiradi.

■ O‘zbek tilida esa 6 ta unli tovush bor va ular uzun-qisqalikka ajratilmaydi. Shu sababli, o‘zbek tilida so‘zlashuvchilar ingliz tilidagi uzun unlilarni qisqa shaklda talaffuz qilishga moyil bo‘lishadi, bu esa so‘zlarning noto‘g‘ri tushunilishiga olib kelishi mumkin.

2. Undosh tovushlarning talaffuzi

■ O‘zbek tilida undosh tovushlar yumshoq va qattiq talaffuz farqiga ega emas, ingliz tilida esa light va late so‘zlaridagi l tovushi kabi farqlar kuzatiladi.

3. So‘z urg‘usining o‘rni

■ Ingliz tilida so‘z urg‘usi o‘zgarishi so‘zning ma‘nosini o‘zgartirishi mumkin. Masalan, import (ot) va import (fe‘l) so‘zlari turli urg‘uga ega bo‘lib, bu ularning semantik va grammatik farqiga sabab bo‘ladi.

■ O‘zbek tilida esa urg‘u odatda so‘zning oxirgi bo‘g‘iniga tushadi va ma‘no farqlash funktsiyasiga deyarli ega emas. Bu esa o‘zbek tilida so‘zlashuvchilar ingliz tilida urg‘uni noto‘g‘ri joylashtirishga moyil bo‘lishlarini ko‘rsatadi.

4. Kommunikativ funksiyadagi farqlar

■ Ingliz tilida urg‘u va intonatsiya ma‘no farqlashda katta rol o‘ynaydi. O‘zbek tilida esa bu omillar nisbatan kam ahamiyat kasb etadi.

■ Ingliz tilini o‘rganayotgan o‘zbek tilida so‘zlashuvchilar uchun talaffuzdagi farqlar, ayniqsa, urg‘u va interdental tovushlarni o‘zlashtirish qiyinchilik tug‘dirishi aniqlandi.

5. Til o‘rganishdagi muammolar va yechimlar

■ O‘zbek tilida so‘zlashuvchilar uchun inglizcha uzun unlilarni to‘g‘ri talaffuz qilish va urg‘u o‘rnini eslab qolish asosiy qiyinchiliklardan biri hisoblanadi.

■ Talaffuzdagi muammolarni bartaraf etish uchun audio-materiallardan foydalanish, maxsus talaffuz mashqlari bajarish va ingliz tilining fonetik xususiyatlarini o‘zbek tili bilan taqqoslab o‘rganish muhimligi aniqlandi.

Ushbu natijalar ingliz va o‘zbek tillari fonetik tizimlarini o‘zaro solishtirish orqali til o‘rganish jarayonini samarali tashkil etishga yordam beradi.

MUNOZARA

Ingliz va o‘zbek tillarida unli va undosh tovushlarning talaffuzi hamda so‘z urg‘usining o‘rni bo‘yicha qiyosiy tahlil natijalari shuni ko‘rsatadiki, har ikkala tilning fonetik tizimi o‘ziga xos xususiyatlarga ega. Ingliz tilining unli tovushlar tizimi ancha murakkab bo‘lib, uzun va qisqa unlilar, diftonglar va triftonglarni o‘z ichiga oladi. O‘zbek tilida esa faqat 6 ta unli tovush mavjud bo‘lib, ular uzun yoki qisqa bo‘lish xususiyatiga ega emas. Shu sababli, o‘zbek tilida so‘zlashuvchilar ingliz tilidagi uzun va qisqa unlilarni farqlashda qiyinchiliklarga duch keladilar.

Undosh tovushlar tizimida ham sezilarli farqlar mavjud. Ingliz tilida interdental (θ, ð), portlovchi va frikativ tovushlar keng qo‘llaniladi [Mirtojiev, 1992, 19]. O‘zbek tilida esa bunday tovushlar uchramaydi, bu esa ingliz tilini o‘rganayotgan o‘zbek tilida so‘zlashuvchilar uchun ayrim tovushlarni talaffuz qilishda muammolar yuzaga kelishiga sabab bo‘ladi. Masalan, ingliz tilidagi think va this so‘zlaridagi interdental tovushlar o‘zbek tilida yo‘qligi sababli

ularni talaffuz qilishda s yoki z tovushlari bilan almashtirish kuzatilishi mumkin.

So‘z urg‘usi nuqtayi nazaridan ham har ikkala tilning fonetik tizimi farqlanadi. Ingliz tilida urg‘u so‘z ma‘nosini o‘zgartirishi mumkin, masalan, record (ot) va record (fe‘l) so‘zlari turli urg‘uga ega. O‘zbek tilida esa urg‘u odatda so‘zning oxirgi bo‘g‘iniga tushadi va ma‘no farqlashda katta rol o‘ynamaydi. Shu sababli, o‘zbek tilida so‘zlashuvchilar ingliz tilida so‘z urg‘usini to‘g‘ri qo‘llashda xatolarga yo‘l qo‘yishlari mumkin.

Bundan tashqari, tadqiqot natijalari shuni ko‘rsatadiki, til o‘rganish jarayonida fonetik xususiyatlarni to‘g‘ri tushunish va qo‘llash kommunikativ kompetensiyani oshirishga xizmat qiladi. Ayniqsa, ingliz tilining murakkab fonetik tizimini o‘zlashtirish uchun audio mashqlar, talaffuz bo‘yicha maxsus treninglar va fonetik qoidalarni nazariy o‘rganish muhim ahamiyat kasb etadi. Bu esa til o‘rganuvchilarga ingliz tilida to‘g‘ri va ravon gapirishga yordam beradi.

Tadqiqot natijalariga ko‘ra, ingliz va o‘zbek tillarining fonetik tizimlari o‘rtasida muhim farqlar mavjud bo‘lib, bu farqlar til o‘rganish jarayonida talaffuzdagi xatolarga sabab bo‘lishi mumkin. Ushbu tadqiqot ingliz va o‘zbek tillari fonetik tizimlarida mavjud bo‘lgan unli va undosh tovushlarning talaffuzi, shuningdek, so‘z urg‘usining o‘rni va funksiyalarini qiyosiy asosda tahlil qiladi. Tadqiqot davomida quyidagi ilmiy yangiliklar aniqlangan:O‘zbek tilidagi unli tovushlar sonining kamligi va ularning nisbiy barqarorligi fonetik jihatdan talaffuzda muayyan soddalikni ta‘minlasa-da, ingliz tilidagi unli sistemaning murakkabligi (monoftong, diftong, triftonlarning mavjudligi) talaffuzda ko‘p hollarda so‘z ma‘nosini farqlashga xizmat qilishi aniqlangan.

Ingliz tilida urg‘u semantik yuk ko‘taruvchi muhim birlik sifatida harakat qilsa, o‘zbek tilida esa urg‘u ko‘proq melodik xarakterda bo‘lib, ma‘noni farqlovchi omil sifatida cheklangan funksiyani bajaradi.

Undoshlar tizimida ingliz tilining affrikatalar va interdental tovushlarga boyligi talaffuz o‘ziga xosligini shakllantiradi. O‘zbek tilida esa undoshlarning artikulyatsion jihatdan soddaroq bo‘lishi fonetik tahlil uchun qulaylik yaratadi.

Fonologik jihatdan har ikki til tizimida tovushlarning fonematik funksiyalari mavjud bo‘lib, bu fonemalar orqali so‘z ma‘nolari farqlanadi. Masalan:

Ingliz tilidagi [ɪ] va [iː] fonemalari (ship /ʃɪp/ vs. sheep /ʃiːp/) ma‘noni butunlay o‘zgartiradi.

O‘zbek tilida esa unli fonemalar soni yettita bo‘lib, ular odatda qisqa va cho‘zilmagan shaklda ifodalanadi (olma, o‘rta, ota kabi).

Boshqa tomondan, ingliz tilida urg‘u tushgan bo‘g‘in talaffuzda ko‘proq kuch, cho‘zilish va intonatsiya bilan ajralib turadi, masalan:

“PREsent” (ot) va “preSENT” (fe‘l) so‘zlari urg‘u tufayli ma‘nosini o‘zgartiradi.

O‘zbek tilida esa bunday urg‘u orqali so‘z turkumining o‘zgarishi uchramaydi, ya‘ni:

“Do‘kon”, “o‘qituvchi”, “maktab” kabi so‘zlarda urg‘u ohangni belgilasada, ma‘no farqlanishiga xizmat qilmaydi.

Tadqiqot davomida quyidagi xorijiy va mahalliy olimlarning fikrlariga asoslanilgan:

1. Roach (2000) ingliz tilidagi urg‘u tushgan bo‘g‘in talaffuzi haqida shunday deydi:

“Word stress in English is not merely a phonetic feature, but a semantic and grammatical marker” [Roach, 2000].

2. Mahmudov A. (2015) o‘zbek tilidagi fonetik barqarorlik haqida yozadi:

“O‘zbek tili fonetik tizimida urg‘u talaffuzning ohangdorligini belgilab beradi, lekin leksik ma‘noni farqlovchi omil sifatida kuchli emas” [Mahmudov, 2015].

3. Ladefoged va Maddieson (1996) ingliz fonemik tizimi murakkabligiga e‘tibor qaratadi:

“English contains one of the richest vowel systems among the world‘s languages, including central, high, low, rounded and diphthongal vowels” [Ladefoged & Maddieson, 1996].

4. Qosimov B. (2003) urg‘uning o‘zbek tilida ikkinchi darajadagi rolini ta‘kidlaydi:

“Urg‘u o‘zbek tilida odatda so‘zning oxirgi bo‘g‘iniga tushadi va u leksik darajada farqlovchi kuchga ega emas” [Qosimov, 2003]. “Urg‘u o‘zbek tilida grammatikani emas, balki aksariyat hollarda sintaktik birliklar orasidagi ohangiy farqni ko‘rsatadi.”

Ingliz tilida unli tovushlar uzun va qisqa bo‘lishi, shuningdek, diftong va triftonglarning mavjudligi uning fonetik tizimini murakkablashtiradi. O‘zbek tilida esa bunday tafovut mavjud emas, bu esa o‘zbek tilida so‘zlashuvchilar uchun inglizcha tovushlarni to‘g‘ri talaffuz qilishda qiyinchilik tug‘diradi. So‘z urg‘usi nuqtayi nazaridan ham har ikkala til o‘rtasida sezilarli tafovutlar mavjud bo‘lib, ingliz tilida urg‘u ma‘no farqlash funktsiyasiga ega bo‘lsa, o‘zbek tilida u barqaror va so‘z oxiriga tushadi. Unli tovushlar qiyosi:

O‘zbek tilida 6 ta asosiy unli tovush mavjud: a, e, i, o, u, o‘. Ular cho‘zilmaydi va deyarli o‘zgarmas shaklda talaffuz qilinadi. O‘zbek tilida urg‘u ostidagi unlilar ham deyarli o‘z sifatini saqlab qoladi.

1-jadval. O‘zbek va ingliz tilida unli tovushlar

Ingliz tili	O‘zbek tili bilan taqqos
/i:/ (seat)	O‘zbekcha "i" ga yaqin, lekin cho‘zilgan
/ɪ/ (sit)	O‘zbek tilida muqobili yo‘q, qisqa talaffuzli
/æ/ (cat)	O‘zbekcha “e”ga yaqin, lekin og‘iz kengroq ochiladi
/ʌ/ (cup)	O‘zbek tilida muqobil tovush yo‘q, orqaroq aytiladi

Ingliz tilida esa unli tovushlar soni ko‘proq – 12 ta unli fonema, shuningdek 8 ta diftong mavjud. Ingliz unli tovushlari qisqa va uzun bo‘lishi mumkin (masalan, bit vs beet), bu esa ma‘noga ta‘sir qiladi. (1-jadval)

Bu farqlar o‘zbek ona tiliga ega bo‘lgan o‘rganuvchilar uchun ayrim tovushlarni noaniq talaffuz qilishga olib keladi, ayniqsa **/æ/**, **/ʌ/** va **/ə/** tovushlari muammo tug‘diradi.

Undosh tovushlar qiyosi: O‘zbek tilida taxminan 23 ta undosh tovush mavjud bo‘lib, ular talaffuzda barqaror va fonetik o‘zgarishlarga kam uchraydi. O‘zbek tili fonetik jihatdan yozuvga yaqin.

2-jadval. O‘zbek va ingliz tilida unsosh tovushlar

Ingliz tili tovushi	Muammo yoki farq
/θ/, /ð/	O‘zbek tilida yo‘q, /s/ yoki /z/ bilan almashtiriladi
/v/	O‘zbek tilida kam qo‘llanadi, ba‘zida /w/ bilan aralashadi

/ŋ/ (sing)	O‘zbek tilida alohida fonema emas, /ng/ sifatida tushuniladi
/tʃ/, /dʒ/	O‘zbek tilida mavjud, talaffuzi o‘xshash
/h/	Har ikkala tilda mavjud, lekin ingliz tilida kuchliroq havo oqimi bilan

Ingliz tilida esa undoshlar ko‘proq: 24 ta fonem, shulardan ayrimlari o‘zbek tilida mavjud emas. Misol uchun, /θ/ (think) va /ð/ (this) tovushlari o‘zbek tilida yo‘q, ularni talaffuz qilishda o‘zbeklar odatda /s/ yoki /z/ tovushlari bilan almashtiradi. (2-jadval)

Bu farqlar ayrim inglizcha so‘zlarning talaffuzi noto‘g‘ri aytilishiga sabab bo‘ladi: masalan, "this" so‘zi "zis", "think" esa "sink" deb talaffuz qilinishi mumkin.

Ingliz tilida so‘zlar talaffuzida turli fonetik o‘zgarishlar yuz beradi. Ayniqsa, tez nutq davomida tovushlar orasida assimilyatsiya (yaqin tovushlarning bir-biriga ta‘sir etib o‘zgarishi), eliziya (tovush tushirib yuborilishi), linking va intrusion kabi hodisalar tez-tez uchraydi.

Assimilyatsiya misoli:

• "good boy" so‘z birikmasida /d/ tovushi /b/ ta‘sirida /b/ ga aylanadi: [gʊb bɔɪ]

Eliziya misoli:

• "friendship" /frɛn(d)ʃɪp/ so‘zida /d/ tovushi talaffuzda tushib qoladi.

O‘zbek tilida bu kabi fonetik hodisalar kam uchraydi. Uning sababi o‘zbek tilidagi so‘zlar talaffuzi fonetik jihatdan soddaroq, tovushlar orasida kuchli assimilyativ ta‘sir mavjud emas. Shevalarda esa bunday o‘zgarishlar ayrim hollarda kuzatiladi, masalan:

• “Boraman” so‘zi tez aytilganda “bormam” shakliga o‘tishi mumkin — bu holat nutq tezligi bilan bog‘liq.

Bu borada A. Jaxonov shunday yozadi: “Fonetik o‘zgarishlar, xususan assimilyatsiya va eliziya hodisalari ingliz tilining tabiiy tez nutq jarayonida sezilarli darajada ro‘y beradi. O‘zbek tilida esa bunday holatlar adabiy nutqda cheklangan.”

So‘z urg‘usining gapdagi o‘rni va kommunikativ vazifasi

Ingliz tilida urg‘u nafaqat so‘z darajasida, balki butun **gap darajasida** ham muhim rol o‘ynaydi. Gapda urg‘u odatda muhim axborotni bildiruvchi so‘zga tushadi. Bu **intonatsion markaz** deb yuritiladi.

Masalan:

• *I didn‘t say* **he** *stole the money* — bu gapdagi har bir so‘zga urg‘u qo‘yish orqali turli ma‘nolar hosil qilish mumkin.

O‘zbek tilida esa urg‘u gapdagi asosiy ma‘lumotga qarab emas, balki so‘z ohangiga, sintaktik tuzilishga va ba‘zida gapning emotsional rangiga ko‘ra belgilanadi. Masalan:

• **U kitob o‘qiydi.** — Bu gapda urg‘u oxirgi so‘zga tabiiy tushadi va ma‘no unchalik o‘zgarmaydi.

Biroq, **emotsional ta‘sir** orqali urg‘uning o‘rni o‘zgarishi mumkin:

• “**U** kitob o‘qiydi” — boshqa odam emas, aynan u.

• “U **kitob** o‘qiydi” — boshqa narsa emas, kitob.

• “U kitob **o‘qiydi**” — uni o‘qiydi, boshqa ish qilmaydi.

Bu holatda urg‘u axborot markazini ajratib turuvchi vosita sifatida harakat qiladi.

Fonemik qarama-qarshiliklar

Ingliz tilidagi fonemik tizimda kichik tovush farqlari ham semantik jihatdan

muhimdir. Masalan:

• /p/ va /b/ farqi: **pat** /pæt/ va **bat** /bæt/

• /f/ va /v/: **fan** /fæn/ va **van** /væn/

O‘zbek tilida esa ba‘zi fonemik qarama-qarshiliklar unchalik ta‘sirchan emas. Masalan, **q** va **k**, **g‘** va **g** fonemalari ayrim hollarda fonetik yaqinlikka ega bo‘lsa-da, leksik ma‘noni farqlash imkonini beradi:

• “qal” (qolish ma‘nosida) va “kal” (soch yo‘qligi)

• “g‘am” va “gam” (soxta shakl)

Ammo bu qarama-qarshiliklar ingliz tilidagidek intensiv va kompleks emas.

Phonologist J. C. Wells ta‘kidlaydi:

“The English phonological system relies heavily on vowel length and quality, stress placement, and consonant clusters to convey different lexical meanings.”

Amaliy fonetika va til o‘rgatishda qo‘llanilishi

Ingliz va o‘zbek tillari fonetik tizimidagi farqlarni o‘rganish xorijiy til o‘rganayotganlar uchun muhim amaliy ahamiyatga ega. Masalan:

• Ingliz tilidagi urg‘ularni to‘g‘ri o‘rganish talaffuzni silliqlashtiradi va tushunishni osonlashtiradi.

• O‘zbek tilidagi talaffuzni ingliz tilidagi stress asosida o‘rgatish mumkin emas — bu ikki turli fonetik yondashuvni talab qiladi.

Shuning uchun fonetika o‘qituvchilari har ikki tildagi farqlarni o‘rganuvchiga aniq va amaliy misollar bilan tushuntirishlari muhim.

XULOSA

Ushbu farqlar ingliz tilini o‘rganayotgan o‘zbek tilida so‘zlashuvchilar uchun fonetik qiyinchiliklarni keltirib chiqarishi mumkin. Shuning uchun ingliz tilining talaffuz xususiyatlarini yaxshiroq o‘zlashtirish uchun maxsus audio mashqlar, fonetik treninglar va so‘z urg‘usini to‘g‘ri qo‘llash bo‘yicha amaliy mashg‘ulotlarni ko‘paytirish muhimdir. Bu esa o‘z navbatida ingliz tilida to‘g‘ri talaffuz va kommunikativ kompetensiyani oshirishga xizmat qiladi. O‘zbek va ingliz tillari fonetik tizimi va urg‘u mexanizmi jihatidan sezilarli darajada farqlanadi. O‘zbek tilida tovushlar talaffuzi barqaror, yozuv bilan uyg‘un; ingliz tilida esa tovushlar turli omillarga ko‘ra o‘zgaradi, urg‘u esa ma‘noni belgilovchi omil hisoblanadi. Bu farqlar ingliz tilini o‘rganayotgan o‘zbek tilida so‘zlashuvchilarda talaffuz xatolari, eshitishda tushunmovchiliklar yuzaga kelishiga olib keladi. Til o‘rganishda fonetik mashqlar, talaffuz trenajyorlari, diktatsiyalar, audio materiallar va professional fonetik tahlil usullari orqali bu farqlarni bartaraf etish mumkin. Ingliz tilini o‘rgatuvchi o‘qituvchilar o‘zbek tilining fonetik xususiyatlarini chuqur o‘rganib, unga mos metodik yondashuvlarni ishlab chiqishlari zarur.

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MAJOR CHALLENGES IN L1-L2 INTERFERENCE AND LEXICAL COMPETENCE IN FOREIGN LANGUAGE LEARNING

Abstract. Language interference between a learner‘s first language (L1) and second language (L2) remains a significant challenge in foreign language acquisition. This study explores the primary difficulties learners face due to L1-L2 interference, particularly in lexical competence. Interference manifests in phonetic, syntactic, and lexical forms, leading to errors in word choice, false cognates, and transfer errors. The research highlights how structural differences between L1 and L2 impact vocabulary acquisition, influencing comprehension and communication skills. A key scientific novelty of the study is its examination of interference patterns in multilingual contexts, identifying strategies to minimize negative transfer through targeted teaching methodologies. The study integrates cognitive and linguistic approaches to understand how learners process L2 vocabulary and suggests effective pedagogical interventions. The practical significance of the research lies in its applicability to curriculum development and instructional techniques. By addressing interference issues, educators can design more effective teaching materials that enhance lexical competence and promote successful language learning. The findings contribute to the broader field of applied linguistics by offering insights into overcoming L1-L2 interference through evidence-based strategies. Ultimately, this study provides a foundation for improving foreign language instruction and fostering greater linguistic proficiency among learners.

Key words: L1-L2 interference, lexical competence, foreign language learning, semantic transfer, false cognates, pedagogical strategies, lexical proficiency.

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ОСНОВНЫЕ ПРОБЛЕМЫ L1-L2 ИНТЕРФЕРЕНЦИИ И ЛЕКСИЧЕСКОЙ КОМПЕТЕНЦИИ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Annotatsiya. O‘quvchining ona tili (L1) va ikkinchi tili (L2) o‘rtasidagi til interferensiyasi chet tilini o‘rganishda muhim muammolardan biri bo‘lib qolmoqda. Ushbu tadqiqot L1-L2 interferensiyasi natijasida yuzaga keladigan asosiy qiyinchiliklarni, ayniqsa, leksik kompetensiya bilan bog‘liq muammolarni o‘rganadi. Interferensiya fonetik, sintaktik va leksik jihatlarda namoyon bo‘lib, so‘z tanlashdagi xatolar, soxta sinonimlar va transfer xatolariga olib keladi. Tadqiqotda L1 va L2 o‘rtasidagi tuzilma farqlari lug‘at boyligini o‘zlashtirishga qanday ta‘sir qilishini va bu o‘quvchilarning tushunish va muloqot qobiliyatlariga qanday ta‘sir etishini yoritadi. Tadqiqotning ilmiy yangiligi shundaki, u ko‘p tilli muhitda interferensiya naqshlarini o‘rganib, salbiy transferni kamaytirish strategiyalarini aniqlaydi. L2 lug‘atini o‘zlashtirish jarayoni kognitiv va lingvistik yondashuvlar asosida tahlil qilinadi hamda samarali pedagogik usullar taklif etiladi. Tadqiqotning amaliy ahamiyati o‘quv dasturlarini ishlab chiqish va ta‘lim usullariga qo‘llanilishi bilan bog‘liq. Interferensiya muammolarini bartaraf etish orqali o‘qituvchilar samarali dars materiallarini yaratib, o‘quvchilarning leksik kompetensiyasini oshirishlari va muvaffaqiyatli til o‘rganish jarayonini ta‘minlashlari mumkin. Natijalar amaliy lingvistika sohasiga hissa qo‘shib, L1-L2 interferensiyasini bartaraf etish bo‘yicha dalillarga asoslangan strategiyalarni taqdim etadi. Natijada ushbu tadqiqot chet tillarini o‘qitishni yaxshilash va o‘quvchilarning til kompetensiyasini oshirish uchun mustahkam asos yaratadi.

Kalit so‘zlar: L1-L2 interferensiyasi, leksik kompetensiya, chet tili o‘rganish, semantik transfer, soxta kognatlar, pedagogik strategiyalar, leksik mahorat.

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CHET TILINI O‘RGANISHDA L1-L2 INTERFERENSIYASI VA LEKSIK KOMPETENSIYANING ASOSIY MUAMMOLARI

Аннотация. Языковая интерференция между родным (L1) и изучаемым вторым языком (L2) остается значительной проблемой в процессе изучения иностранных языков. В данном исследовании рассматриваются основные трудности, с которыми сталкиваются учащиеся из-за интерференции L1-L2, особенно в области лексической компетенции. Интерференция проявляется в фонетических, синтаксических и лексических аспектах, приводя к ошибкам в выборе слов, ложным друзьям переводчика и переносным ошибкам. В исследовании подчеркивается, как структурные различия между L1 и L2 влияют на усвоение словарного запаса, затрудняя понимание и коммуникацию. Научная новизна исследования заключается в анализе моделей интерференции в многоязычной среде и выявлении стратегий минимизации негативного переноса посредством целенаправленных методик обучения. Исследование объединяет когнитивные и

лингвистические подходы для понимания того, как учащиеся усваивают лексику L2, и предлагает эффективные педагогические интервенции. Практическая значимость исследования заключается в его применимости к разработке учебных программ и методам преподавания. Решая проблемы интерференции, преподаватели могут разрабатывать более эффективные учебные материалы, улучшающие лексическую компетенцию и способствующие успешному изучению языков. Полученные результаты вносят вклад в область прикладной лингвистики, предлагая доказательные стратегии преодоления интерференции L1-L2. В конечном итоге исследование закладывает основу для совершенствования преподавания иностранных языков и повышения языковой компетентности учащихся.

Ключевые слова: интерференция L1-L2, лексическая компетенция, изучение иностранного языка, семантический перенос, ложные когнаты, педагогические стратегии, лексическая компетентность.

INTRODUCTION

One of the primary concerns in foreign language acquisition is the impact of the learner‘s first language on their ability to effectively acquire and use lexical items in the target language. The concept of L1-L2 interference refers to the transfer of linguistic elements from the native language into the second language, which can result in errors or misunderstandings in communication [Schmitt, N., 2010; 56-70]. Lexical competence, defined as the ability to understand and use words appropriately in various contexts, plays a crucial role in achieving fluency and accuracy in L2. However, learners often face significant challenges due to the structural and semantic differences between their mother tongue and the target language. These challenges arise in multiple ways, including direct translation errors, incorrect collocations, overgeneralization of word meanings, and difficulties in understanding polysemous words [Singleton, D., & Ryan, L., 2004; 45-49]. Given the complexity of lexical competence and the pervasive influence of L1 interference, it is essential to investigate these challenges in detail, considering both cognitive and pedagogical perspectives. This article aims to analyze the major difficulties faced by learners due to L1-L2 interference in lexical acquisition, highlighting the underlying causes and proposing effective instructional approaches to overcome these barriers.

L1-L2 interference in lexical acquisition has been widely studied in the field of second language acquisition (SLA) due to its profound impact on language learning outcomes. Researchers have explored various aspects of this phenomenon, including the cognitive, linguistic, sociocultural, and pedagogical factors that contribute to lexical interference. One of the foundational theories that explain L1 interference is Selinker‘s (1972) concept of interlanguage, which suggests that learners develop an interim linguistic system that incorporates elements from both their native and target languages. This theory provides a framework for understanding how lexical errors arise due to the interaction between L1 and L2 structures.

Overall, existing literature indicates

that L1-L2 interference in lexical acquisition is a multifaceted issue influenced by linguistic, cognitive, and sociocultural factors. While lexical transfer can sometimes facilitate language learning, negative interference often results in persistent errors that hinder communication. Therefore, understanding the mechanisms of interference and implementing effective instructional strategies is crucial for enhancing learners‘ lexical competence in L2.

RESEARCH METHODS

This study employs a mixed-methods approach, combining both qualitative and quantitative research techniques to analyze the impact of L1-L2 interference on lexical competence [Tarone, E., 1980; 417-431]. The study is divided into three main phases: (1) data collection from learners through written and spoken tasks, (2) analysis of lexical errors related to L1 influence, and (3) an evaluation of instructional strategies designed to minimize interference [VanPatten, B., 2004; 120-131]. The study involves 100 foreign language learners from diverse linguistic backgrounds, including Uzbek, Russian, Spanish, and Chinese L1 speakers learning English as an L2. The participants are selected from intermediate and advanced proficiency levels to assess how L1-L2 interference manifests at different stages of lexical development. Additionally, 10 experienced English language instructors participate in structured interviews to provide insights into teaching strategies for addressing lexical interference.

The study employs both statistical and qualitative analysis techniques. Error frequency is measured quantitatively to identify the most common types of lexical interference. The qualitative component involves thematic coding of teacher interviews and student responses to identify recurring patterns and instructional challenges.

Table 1.

The data collection process

Written Tasks	Participants complete translation exercises, sentence formation tasks, and short compositions in English [Singleton, D., & Ryan, L., 2004; 33]. These tasks are designed to identify lexical errors influenced by L1 interference, such as false cognates, incorrect collocations, and direct translation mistakes.
Spoken Tasks	Participants engage in recorded discussions and role-playing activities to analyze spoken lexical errors and code-switching tendencies. These recordings are transcribed and examined for patterns of L1 transfer.
Error Analysis	The lexical errors are categorized based on the type of interference (e.g., semantic transfer, false cognates, collocational errors) [Selinker, L., 1972; 209-231]. The frequency and severity of these errors are analyzed to determine which types of interference are most prevalent.
Teacher Interviews	Instructors provide qualitative data on the effectiveness of various teaching strategies, including contrastive analysis, contextualized vocabulary learning, and task-based approaches.

RESULTS

The results reveal that lexical interference from L1 significantly affects learners‘ vocabulary acquisition and usage in L2. The most common errors observed include:

Semantic transfer, which occurs when learners inaccurately assign meanings to L2 words based on their pre-existing

knowledge of similar-looking or contextually equivalent words in their L1, is particularly prevalent among learners whose native languages lack grammatical or lexical distinctions that are essential for precise vocabulary usage in English, leading to errors that may persist even at advanced stages of language acquisition. For instance, Uzbek learners frequently struggle to differentiate between interesting and interested due to the fact that their native language does not possess separate

Table 2.

Common types of Lexical Interference in L2 learning and their frequency of occurrence

Semantic Transfer (34%)	Learners misinterpret L2 words based on their L1 meanings. For instance, Uzbek learners frequently confuse "interesting" with "interested," as the Uzbek equivalent does not distinguish between the adjective forms.
False Cognates (26%)	Spanish learners mistakenly use "actual" for "current," while Russian learners incorrectly apply "sympathy" to mean "friendliness."
Collocational Errors (21%)	Common mistakes include "make a photo" instead of "take a photo" and "big success" instead of "great success."
Overgeneralization (19%)	Learners apply word meanings too broadly, such as using "good" for all positive attributes instead of distinguishing between "kind," "efficient," and "pleasant."

adjectival forms to distinguish between an attribute that evokes interest and a person‘s reaction to something engaging, resulting in a tendency to misuse these words in various communicative contexts. Similarly, Russian learners often misinterpret the meaning of sympathetic, assuming that it conveys a sense of physical attractiveness or likability rather than its actual meaning of showing compassion or understanding, a mistake that stems from the Russian word симпатичный (sympatichny), which denotes aesthetic appeal rather than empathy. These instances of semantic transfer highlight the profound cognitive challenge that learners face when their L1 structures do not align with those of the target language, ultimately leading to recurring lexical inaccuracies that can hinder effective communication and comprehension.

False cognates, which present one of the most misleading and persistent challenges in L2 vocabulary acquisition, arise when learners incorrectly assume that a word in their L2 carries the same meaning as a similarly spelled or pronounced word in their L1, an assumption that frequently results in communication breakdowns due to the substantial semantic differences between the two languages. A particularly illustrative example can be observed in Spanish-speaking learners, who commonly mistake the English word actual for current because its Spanish equivalent, actual, indeed means current rather than real, leading to situations where learners unintentionally produce statements such as the actual situation is difficult when intending to express the current situation is difficult [VanPatten, B., 2004; 120-131]. Similarly, Russian learners frequently encounter difficulties with the word sympathy, mistakenly believing that it means friendliness due to its similarity to the Russian word симпатия

(simpatia), which actually conveys a sense of liking or attraction rather than compassion or shared feelings [Tarone, E., 1980; 417-431]. This type of interference is particularly prevalent among learners whose L1 shares numerous borrowed words with English, particularly from Latin or Greek origins, as they are more likely to assume a direct semantic equivalence that does not actually exist, thereby reinforcing habitual lexical errors that can be difficult to unlearn without explicit instruction and corrective feedback.

Collocational errors, which occur when learners incorrectly combine words in ways that sound unnatural or ungrammatical to native speakers, constitute a significant barrier to attaining fluency in L2, as these errors stem from the subconscious application of L1 word combination rules to L2 expressions without regard for the idiomatic nature of English collocations. One of the most common examples of this phenomenon can be found in the phrase make a photo, which is frequently produced by L2 learners who assume that the verb make is appropriate in this context due to its general association with the act of creating something, whereas the correct collocation in English requires the verb take, as in take a photo, since the verb take conventionally collocates with actions involving capturing images. Similarly, learners often commit errors such as big success instead of great success, do a mistake instead of make a mistake, or strong rain instead of heavy rain, all of which arise from a failure to internalize the specific collocational patterns that are characteristic of English vocabulary usage [Singleton, D., & Ryan, L., 2004; 45-49]. This particular category of lexical interference is especially problematic for learners whose L1 either lacks strict collocation rules altogether or employs word pairings that differ significantly from those found in English, leading to persistent difficulties in producing idiomatically correct phrases and expressions [Schmitt, N., 2010; 56-70]. Overgeneralization, which is a cognitive strategy that learners unconsciously employ when they extend the meaning or application of an L2 word beyond its actual range of usage, frequently results in semantic inaccuracies that undermine the precision of their language production, making their speech and writing appear unnatural or overly simplistic. A particularly striking example of this phenomenon can be observed in learners who excessively rely on the word good to describe a wide range of positive attributes, thereby failing to make necessary distinctions between words such as kind, efficient, pleasant, skilled, or competent, all of which convey subtly different nuances that are essential for accurate and sophisticated expression in English. Similarly, Uzbek learners often overuse the adjective beautiful to refer to anything aesthetically pleasing, even in contexts where native English speakers would use more specific terms such as handsome for men, gorgeous for striking beauty, or elegant for refined appearances, thereby demonstrating a tendency to reduce lexical diversity in favor of broad, all-encompassing vocabulary choices that ultimately limit their ability to express complex ideas. This phenomenon is especially prevalent among learners whose native language features a less differentiated adjective system than English, leading them to rely on a limited set of familiar words rather than learning and applying more precise alternatives that better align

with the intended meaning.

Extensive research and teacher interviews strongly suggest that traditional vocabulary instruction methods, which primarily emphasize the rote memorization of word lists and direct translation equivalents, are largely ineffective in preventing lexical interference, as they fail to equip learners with the necessary strategies to navigate the complexities of L2 lexical acquisition in a meaningful and contextually appropriate manner [Singleton, D., & Ryan, L., 2004; 33]. Instead of relying on outdated pedagogical approaches that treat vocabulary learning as a one-to-one correspondence between L1 and L2 words, educators should adopt more dynamic and research-backed strategies, such as lexical chunking, contextualized learning, and contrastive analysis, all of which have been shown to significantly reduce the negative impact of lexical interference on L2 proficiency. Lexical chunking, which involves teaching vocabulary in pre-constructed word groups or fixed expressions rather than as isolated words, has been particularly effective in helping learners internalize natural collocations and idiomatic phrases, thereby reducing the likelihood of collocational errors such as make a photo instead of take a photo.

DISCUSSION

The findings confirm that L1-L2 interference is a major barrier to lexical competence, supporting previous research by Laufer (1997) and Schmitt (2010). The high prevalence of semantic transfer and collocational errors suggests that learners struggle with internalizing the contextual usage of L2 vocabulary. One of the main reasons for this is the tendency to rely on direct translation from L1, which reinforces incorrect word associations.

From a cognitive perspective, the results align with VanPatten‘s (2004) theory that working memory limitations contribute to lexical interference. Learners with high cognitive load often resort to L1-based retrieval strategies, leading to persistent errors [Gass, S., & Selinker, L., 2008; 90-98]. This finding highlights the need for instructional approaches that reduce cognitive overload, such as spaced repetition and multimodal vocabulary learning. The sociolinguistic implications of the study emphasize the importance of authentic exposure. Learners with greater engagement in real-life communication (e.g., through study abroad programs or online language exchanges) exhibit fewer lexical errors, demonstrating the effectiveness of immersive learning environments. Teachers should, therefore, incorporate interactive and communicative activities into language instruction to enhance lexical competence [Laufer, B., 1997; 43-46]. While L1-L2 interference poses significant challenges in lexical acquisition, targeted pedagogical strategies can help mitigate its effects. Contextualized vocabulary teaching, contrastive analysis, and increased exposure to authentic L2 input are key solutions to overcoming lexical interference. Future research should further investigate the role of digital learning tools in vocabulary instruction and explore cross-linguistic studies on lexical acquisition strategies. Technology also offers valuable tools for enhancing lexical competence [Ellis, R., 1997; 32-45]. Digital flashcards, spaced repetition systems (SRS), and mobile language apps can help learners retain vocabulary over time. Additionally, exposure to multimedia resources such as podcasts, audio-

books, movies, and online forums allows students to interact with L2 vocabulary in a variety of contexts, improving both comprehension and active usage [Nation, P., 2001; 67-78]. To further minimize interference, teachers should encourage metacognitive strategies, where learners actively reflect on their vocabulary learning process. Keeping vocabulary journals, engaging in peer discussions, and practicing self-assessment techniques can help students become more aware of their lexical strengths and weaknesses.

Finally, creating an immersive language environment is crucial for overcoming L1-L2 interference [Ringbom, H., 2007; 130-145]. Whenever possible, learners should be encouraged to communicate in L2 outside the classroom, whether through language exchange programs, study abroad opportunities, or online language communities. The more learners engage with L2 in diverse situations, the less they will rely on L1 structures, ultimately leading to stronger lexical competence. By integrating these pedagogical strategies, educators can help learners overcome lexical interference challenges, build a robust vocabulary, and develop confidence in using L2 effectively in both academic and real-life settings.

CONCLUSION

L1-L2 interference presents significant challenges in the acquisition of lexical competence in foreign language learning, affecting learners‘ ability to use vocabulary accurately and effectively. The root causes of this interference lie in structural differences between languages, cognitive processing habits, and limited exposure to authentic L2 input. These challenges manifest in various ways, including semantic transfer, false cognates, collocational errors, and overgeneralization of meanings. Since lexical competence is a critical component of language proficiency, addressing these issues through effective pedagogical strategies is essential. By implementing contextualized vocabulary instruction, contrastive analysis, task-based learning, and extensive exposure to authentic language input, educators can help learners overcome L1-L2 interference and enhance their lexical proficiency. Future research should explore additional methodologies for improving lexical acquisition, considering the impact of digital learning tools and cross-linguistic studies on effective vocabulary instruction.

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LINGUO-CULTURAL ANALYSIS OF NUMBER COMPONENT PHRASEOLOGICAL UNITS IN THE FORMATION OF LINGUISTIC WORLD PICTURE

Abstract. The contributions of number component phraseological units are significant in forming linguistic world picture. The aim of the study is to analyze the role of number component phraseological units in the formation of linguistic world picture in English and Uzbek and this study focuses on the number component phraseological units in English and Uzbek. In this study the research methods include comparative, semantic and cognitive analysis methods. This study illustrates how numbers contribute to the formation of linguistic world picture, revealing how number component phraseological units reflect cultural beliefs, social norms, and cultural values, social relations and etc., in English and Uzbek. The findings highlight that there are similarities and differences in the use of numbers in English and Uzbek phraseological units. The study revealed culturally specific connotations of several numbers and their representations of cultural values, social norms, symbols and other features in English and Uzbek. This article delves into the intricate relationship between number component phraseological units and the formation of the linguistic world picture.

Key words: phraseological units, numbers, linguistic world picture, proverb, culture, cultural value, connotation.

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DUNYONING LISONIY TASVIRINI YARATISHDA NUMERATIV KOMPONENTLI TURG‘UN BIRIKMALARING LINGVOMADANIY TAHLILI

Annotatsiya. Numerativ komponentli turg‘un birikmalar dunyoning lisoniy tasvirini yaratishda asosiy o‘rin egallaydi. Tadqiqotning maqsadi ingliz va o‘zbek tillarida dunyoning lisoniy tasvirini yaratishda numerativ komponentli turg‘un birikmalarning rolini tahlil qilishdan iborat bo‘lib, ushbu tadqiqotda asosiy e‘tibor ingliz va o‘zbek tillaridagi numerativ komponentli turg‘un birikmalarga qaratilgan. Tadqiqot usullari qiyosiy, semantik va kognitiv tahlil metodlarini o‘z ichiga oladi. Ushbu taqiqotda raqamlarning dunyoing lisoniy tasvirini yaratishdagi o‘rni ko‘rib chiqiladi va numerativ komponentli turg‘un birikmalarning madaniy e‘tiqodlar, ijtimoiy normalar va madaniy qadriyatlar, ijtimoiy munosabatlar va boshqalarni qanday aks ettirishdagi rolini ochib beradi. Topilmalar shuni ko‘rsatadiki, ingliz va o‘zbek turg‘un birikmalarida raqam qo‘llanilishida o‘xshashlik va farqlar mavjud. Tadqiqotda ingliz va o‘zbek tillarida bir necha raqamlarning madaniy jihatdan o‘ziga xos ma’nolari va ularda madaniy qadriyatlar, ijtimoiy me’yorlar, ramzlar va boshqa xususiyatlarning ifodalanishi aniqlandi. Ushbu maqolada son komponentli frazeologik birliklar va lingvistik dunyo rasmining shakllanishi o‘rtasidagi murakkab munosabatlar ko‘rib chiqiladi. Ushbu maqolada numerativ komponentli turg‘un birikmalar va dunyoning lisoniy manzarasining shakllanishi o‘rtasidagi murakkab munosabatlar ko‘rib chiqiladi.

Kalit so‘zlar: turg‘un birikmalar, dunyoning lisoniy tasviri, raqam, maqol, madaniyat, konnotatsiya.

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ЛИНГВОКУЛЬТУРНЫЙ АНАЛИЗ ЧИСЛЕННЫХ КОМПОНЕНТНЫХ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В ФОРМИРОВАНИИ ЯЗЫКОВОЙ КАРТИНЫ МИРА

Аннотация. Вклад фразеологических единиц с числовым компонентом имеет важное значение в формировании языковой картины мира. Целью исследования является анализ роли фразеологических единиц с числовым компонентом в формировании языковой картины мира в английском и узбекском языках, и это исследование фокусируется на фразеологических единицах с числовым компонентом в английском и узбекском языках. В этом исследовании методы исследования включают методы сравнительного, семантического и когнитивного анализа. Это исследование иллюстрирует, как числа способствуют формированию языковой картины мира, раскрывая, как фразеологические единицы с числовым компонентом отражают культурные верования, социальные нормы и культурные ценности, социальные отношения и т. д. Результаты исследования

подчеркивают, что существуют сходства и различия в использовании чисел в английских и узбекских фразеологических единицах. Исследование выявило культурно-специфические коннотации нескольких чисел и их репрезентации культурных ценностей, социальных норм, символов и других особенностей в английском и узбекском языках. В этой статье рассматриваются сложные отношения между фразеологическими единицами с компонентами числа и формированием языковой картины мира.

Ключевые слова: фразеологические единицы, числа, языковая картина мира, пословица, культура, коннотация.

INTRODUCTION

Phraseological units are one of the most important parts of linguistics as they help to form a linguistic world picture. Phraseological units reflect the cultural values, beliefs, traditions, daily routines, professions, lifestyle and etc., of each nation. Number component phraseological units also manifest cultural values, and they help to form a linguistic world picture. By analyzing the materials in English and Uzbek, we can find several essential differences and similarities between English and Uzbek phraseological units with number component in forming linguistic world picture. Several researchers and linguists, such as V.N. Telia, V.G. Gak, M.L. Kovshova, V.A. Maslova, and others emphasized phraseological units in their works. Linguists analyzed phraseological units from different perspectives and most of them carried out researches about the types, characteristic, features of phraseological units.

D.U. Ashurova and M.R. Galieva mentioned that “there is a great variety of terms denoting this linguistic unit: set expression, set phrase, fixed word group, word equivalent, phraseological unit and idiom” [Ashurova & Galieva, 2019; 26]. According to I.V. Arnold, phraseological units are word-groups that “are not created in speech but introduced into the act of communication ready-made” [Arnold, 1973; 142].

Rosemarie Gläser argues that “a phraseological unit is a lexicalized, reproducible bilexemic or polylexemic word group in common use, which has relative syntactic and semantic stability, may be idiomatized, may carry connotations, and may have an emphatic or intensifying function in a text” [Gläser, 1998, p.125].

According to D.U. Ashurova and M.R. Galieva, “phraseological units are culture relevant linguistic units since they reflect people‘s culture, their history and literature, cultural values, customs and traditions, beliefs and superstitions, i.e. they represent, store and transfer cultural knowledge and accumulated experience of generations that a society has been collecting over a long period of time [Ashurova & Galieva, 2019; 73]. Numbers are also the one of the inseparable parts of numerous phraseological units, such as proverbs, idioms and others. While analyzing phraseological units with number components, we can discover several cultural values, beliefs, social norms, traditions and others. Their roles are important in the formation linguistic world picture.

It should be noted that “The linguistic world picture, be it repeated, is the verbal

explication of the conceptual world picture, a means of transmitting information about the world, people, relations [Ashurova & Galieva, 2019]. Phraseological units with number components also reflect the culture and beliefs of the society. While analyzing English and Uzbek phraseological units with number component we can identify the cultural values, traditions, customs, beliefs and social norms, the history of numbers and their symbolic meanings and their position in shaping the linguistic world picture.

Number component phraseological units play a crucial role in linguistics. They carry symbolic meanings among cultures. Number component phraseological units reflect the cultural values, cultural beliefs, traditions, customs and conceptual world picture. They are also the carriers of cultural memory, historical experiences, social norms and etc. Number component phraseological units offer a rich source of information about the reflection of cultural and symbolic meanings. This article delves into the intricate relationship between number component phraseological units and the formation of the linguistic world picture.

RESEARCH METHODS

The research was carried out by several methods. The main research method employed in the work is comparative analysis method. In this study comparative analysis method comparers number component phraseological units between languages and cultures, particularly English and Uzbek and their cultures, identify similarities and differences in their semantic and cultural connotations of numbers through the phraseological units. Besides that qualitative analysis research method was involved to examine the semantic and pragmatic functions of several number component phraseological units. By using this method we analyzed several features of the number component phraseological units in the formation of the linguistic world picture. The methods of semantic and cognitive analysis were also included to analyze the meanings of these set expressions.

RESULTS

In this article, we suggest the role of number component phraseological units in forming a linguistic world picture through analyzing English and Uzbek materials. Numbers have their significant functions and roles in phraseological units. All of them serve a particular task in language and communication. D.U. Ashurova, M.R. Galieva states that “most of the works done in this framework focus on phraseological units with a particular component or phraseological units arranged within one thematic group. It should be mentioned that most of the researches devoted to national-cultural specifics are done from a comparative perspective on the basis of two or more languages” [Ashurova & Galieva, 2019; 27]. A.T. Kulsariyeva, et.al. argue that “reflection information in language units is given through diversity of symbols. One of them is number” [Kulsariyeva, et.al, 2013; 895]. V.A. Maslova states that numbers are components of particular codes that are used to describe the world [Maslova, 2001].

In this article we analyzed various number component phraseological units, such as English and Uzbek proverbs. In this study the most important resource include English and Uzbek proverbs and idioms with number component, dictionaries, Merriam-Webster Online Dictionary,

Cambridge Online Dictionary, research articles, online resources, scholars‘ books and other materials.

In this article, the analysis of number component phraseological units showed that the usage of numbers such as one, two, three, four, five, six, seven, eight, nine and others has specific and cognitive mapping. Number component phraseological units form several linguistic world pictures in a variety of cultures. The study revealed culturally specific connotations associated with particular numbers, such as three, seven, nine and etc., represent specific cultural values, social norms, symbols and other features in English and Uzbek. In this article, we analyzed the roles of phraseological units with numbers in English and Uzbek. For example, the numbers one, two, three, seven, thousand, and million have their significant meanings in English and Uzbek societies and cultures.

The results of the study also illustrate the similarities and differences in the use of numbers in English and Uzbek phraseological units. In English, some phraseological units have their equivalents with other number components in Uzbek or vice versa, and some English phraseological units that do not include numbers have number components in Uzbek or vice versa. It should be mentioned that comparative analysis revealed important differences and similarities in the use of phraseological units with number component among languages and cultures, particularly English and Uzbek, reflecting variations in cultural values and shaping the linguistic world picture. The study also identifies that the meanings of certain phraseological units with number components change over time and reflect their changes in the formation of the linguistic world picture.

The study highlights the significance of analyzing number component phraseological units can help to fully understand their meanings and functions in English and Uzbek. The findings of this study provide several evidence that number component phraseological units can serve as a tool for understanding the information that they manifest in language.

DISCUSSIONS

The findings of this study suggest that number component phraseological units have a significant role in the formation of the linguistic world picture. Our analysis reveals a connection between number component phraseological units with cultural values, beliefs, symbols and others. In this study, through the analysis of several English and Uzbek number component phraseological units, we observed the significant role of these set expressions in the formation of the linguistic world picture. Many scholars mentioned the cultural significance of phraseological units in their research.

According to V.N. Telia, phraseology acts as a mirror of the individual‘s national and cultural identity, while phraseological units are linked to cultural and national standards, stereotypes, myths, and other elements that represent the world picture of a certain linguocultural community [Telia, 1996]. Proverbs can include the clearest relationships between language and culture. D.U. Ashurova and M.R. Galieva assume that “relationships between language and culture are most clearly seen in proverbs. It is accounted for by the fact that a proverb, by its very nature, is one of the forms of culture. It is a proverb that first and foremost transmits

sociocultural information." [Ashurova & Galieva, 2019; 73]. In addition to this, I.R. Galperin states that proverbs are brief statements that represent the accumulated lifestyle of a community and act as practical symbols for abstract ideas [Galperin, 1977]. Besides that Maslova V.A. argues that "numbers are elements of specific codes which are used for description of the world" [Maslova, 2001]. In English and Uzbek several numbers are used in proverbs and idioms, such as one, two, three, seven, nine, forty, hundred, thousand and etc., in English and Uzbek number symbolize certain things. All of them express certain meanings and notions in English and Uzbek cultures.

The set expressions: "*One in a million", "one in a thousand*", "one in a billion" mean extraordinary, rare and exceptionally. In English, these expressions mean something or someone extraordinary and rare. In Uzbek, the equivalents for these set expressions can be "*milliontadan bitta", "mingtadan bitta*", which means the rarest and the most extraordinary. In these English and Uzbek set expressions, the number "one" means the extremely unlikely, very unusual. The numbers: "one", "thousand", and "million" reflect have an important role in the representation of a person or things that are rare, special or admired.

There are several English and Uzbek proverbs with the component number "two". For instance,

"*Kill two birds with one stone*". According to the Cambridge Online Dictionary this proverb means to succeed in achieving two things in a single action in English. In this proverb numbers "two" and "one" play their significant role. In Uzbek, the proverb "*Bir o'q bilan ikki quyonni urmoq*" also has the same meaning, which means to achieve two things in a single action successfully.

"Two heads are better than one". In this proverb, the number "two" has a crucial role as it reflects the collaboration and partnership. In this proverb, the core meaning is that working together with others helps to achieve better results. In Uzbek, the proverb *"bir kalla kalla, ikki kalla tilla"* can be the equivalent of this proverb and the number "two" has a positive connotation. In addition to this, "the two heads" symbolizes a combination of two people's intellectual abilities.

Besides that, there are numbers that have numerous symbolic meanings in different cultures. For example, the number "three" has its symbolic meaning in English and Uzbek. There are various set expressions with the number "three" in English.

*"Third time's the charm". A*ccording to Merriam-Webster Online Dictionary, this set expression is used to say that two efforts at something have already failed, but perhaps the third will be successful.

"*Three know it and all know it"*. In English, this proverb means that if others know the secret, it will be spread. In this proverb, he number "three" manifests a negative connotation as it reflects that if the numbers of secret keepers increase, the secret will be spread among others.

"Uch kishi bilgan sirni yuz kishi bilar". This proverb is commonly used in Uzbek. In this proverb, "the number "three" has a negative connotation, here it reflects a negative assessment of the fact that excess, an increase in the number of secret keepers (i.e., an increase from two to three) leads to the spread of the secret" [Xolmatova, 2023; 298].

"*Uch bor yerda kuch bor*. In this proverb, the number "three" has a resemblance to harmony and unity, and the number three reflects a positive assessment that the increase of numbers leads to more power.

Most of the time, the number "three" reflects the meaning of completeness or a sequence of events in many cultures. Onwuatuegwu argues that the number three represents a triad of past, present, and future, encapsulating the cyclical nature of time and the continuous evolution of human existence. It symbolizes the harmony and balance in human relationships, reflecting the interconnectedness of mind, body, and spirit. From ancient civilizations to modern philosophies, the number 3 has served as a symbol of completeness and unity" [Onwuatuegwu, 2023; 95].

The number "seven" also has its historical and religious importance in several cultures, such as English and Uzbek. The number seven represents historical, cultural, and religious significances. This number symbolizes completeness and perfection in numerous cultures, such as in English and Uzbek. The finding of this study shows that the connotation of number seven in phraseological units has an important role in the formation of the linguistic world picture.

In numerous cultures, the number "seven" has connections with stories, fairy tales, myths and others. For instance, "*seven colors of the rainbow", "Seven dwarfs in Snow White", "seven wonders of the world", "seven virtues", "seven days of the week", "seven distinct notes in the musical scale" and etc.* In several cultures, the number seven is considered a lucky and magical number.

It is argued that the number seven has a significant symbolic meaning throughout the culture, history and other domains as its connections to completeness, happiness, luck, perfection, and others have influenced human thoughts.

There are numerous examples of English and Uzbek set expressions with the number "seven". For example,

"Be in seventh heaven" means to be extremely happy in English. In Uzbek, the set expression "*Yettinchi osmonda"* also means to be extremely happy. In both English and Uzbek, these expressions help to describe happiness. In these proverbs, the numbers "three" and "seven" have a positive connotation in both English and Uzbek.

"At sixes and sevens". According to the Cambridge Dictionary, this set expression means to be in a confused, badly organized, or difficult situation. In this expression, the numbers "six" and "seven" are related to historical facts and stories.

In addition to this, there are numerous examples of proverbs with the number "seven" For example,

"Yettining biri-ayyor, yettining biri-Xizr". In this proverb, each person's ancestors are considered, and the number seven has connections with the family and nation. [Xolmatova, 2023].

"*Yeridan ayrilgan yetti yil yig'lar, elidan ayrilgan o'lguncha yig'lar*"- This proverb contains the number "seven" and this number represents the duration and the complete period.

In the proverb "Men qilaman ikki, kelinim qiladi yetti" the number seven represents the completion of an unfinished work. [Xolmatova, 2023; 292].

According to Onwuatuegwu, I.N., "the number seven holds a prominent place in human consciousness, representing com-

pleteness and perfection and this number manifests in various symbolic representations" [Onwuatuegwu, 2023; 95].

On the other hand, the study shows that there are cultural differences in the usage of numbers in English and Uzbek proverbs, such as the numbers "three" and "seven" are used in several proverbs differently. For instance, the English proverb *"Measure thrice, cut once"*. According to several resources, this proverb means warning someone to plan and prepare for something in a careful, thorough manner before taking. This proverb is commonly used in English, and the number "three" is used in this proverb. However, in Uzbek, there is a proverb with the number "*seven*": "*Yetti o'lchab, bir kes"*- this proverb means to think carefully and attentively before doing something. In Uzbek, this proverb is commonly used for giving advice, which means to think carefully and attentively before doing something or starting tasks or work. The number "seven" reflects various cultural values and symbols in language. Each number has its significant role in phraseological units.

"The exploration of the symbolic significance of 3 and 7 reveals their transformative power in human experience. They embody the duality of perfection, encapsulating the ever-changing nature of existence and the quest for divine harmony. The profound symbolism of these numbers invites us to contemplate our place in the universe, encouraging us to seek balance, unity, and enlightenment in our journey towards self-realization" [Onwuatuegwu, 2023; 95].

Various phraseological units with a number component in English and Uzbek help to form a linguistic world picture. Some English phraseological units that do not include numbers have number components in Uzbek or vice versa. According to Z.T. Pardayeve, "Some English proverbs not containing numerals have numeric elements in Uzbek equivalents: Be up with the Lark – Uch kun barvaqt turgan bir kun yutar; No great loss without some small gain – Har bir qiyinchilikning rohati bor; Much cry little wool – Bir tomchi suv chumoliga daryo korinar; Murder will out – Qingir ishning qiyigi qirq yildan keyin ham chiqadi; Nothing stings like the truth – Haqiqat qilni qirq yorar; The sauce is better than the fish – Ozi bir tanga toni ming tanga; Appetite comes with eating-Borga yetti kun hayit yoqqa bir kun; The rotten apple injures it's neighbour's – Bitta tirroqi buzoq podani bulg'aydi; Art is long, life is short – Ilmsiz bir yashar, ilmli ming yashar; Bachelor's fare: bread and cheese and kisses – Boshing ikki bolmaguncha biring ikki bolmaydi and etc" [Pardayeve, 2017; 3].

"Numbers evoke acts, characters, and legendary situations and bear the mark of the authority that the reference to the community's patrimony gives them. The phraseme undertakes the symbol in totality, or it retains only its numeral, the number functions as a symbol and carries all memory of an exterior context" [Baranova, 2012; 5-10]. Numbers carry certain connotations in cultures. According to S. Sadigova, "in English a wide range of numerals such as two, four, five, six, eight, fifty, hundred, and thousand are commonly used in phraseological units to form a 'human' concept. [Sadigova, 2021]. Besides that A.V. Kunin assumes that "in the world mindset the numerals have sacred meaning except cardinal, or-

dinal and collective ones" [Kunin, 1986]. It should be mentioned that D.U. Ashurova, M.R. Galieva argue that "cultural connotations emerge as a result of the interpretation of associative and imagery basis of phraseological units in its relation to national-cultural stereotypes [Ashurova & Galieva, 2019; 27]. Number component phraseological units offer a rich source of information about the reflection of cultural, symbolic, and connotative meanings. It should be mentioned that there is an intricate relationship between number component phraseological units and the formation of the linguistic world picture.

CONCLUSION

Cultural linguistic analysis of number component phraseological units helps to decipher the cultural codes, cultural values, social norms and other factors, providing a deeper understanding of the relationship between language and culture. By analyzing English and Uzbek number component phraseological units, we have demonstrated the role of numbers and their meanings in English and Uzbek phraseological units. The study illustrates the linguistic and cultural analysis of number component phraseological units in English and Uzbek and their reflection of cultural and symbolic meanings.

The research confirms the significance of the number component phraseological units in the formation of the linguistic world picture. In this article, the analysis of number component phraseological units showed that the usage of numbers such as one, two, three, four, five, six, seven, eight, thousand, million and etc., has a specific and significant role in the formation of linguistic world picture. Number component phraseological units form several linguistic world pictures in various cultures. The study revealed culturally specific connotations associated with particular numbers, such as one, two, three, seven, nine, thousand, million and etc., represent specific cultural values, social norms, symbols and other features in English and Uzbek. In this article, we analyzed the roles of number component phraseological units in forming the linguistic world picture.

The results highlight that numbers reflect meaning related to the historical events, religious symbolism, human experiences, social factors, daily routine, traditions, customs, and etc. They manifest the concepts of quantity, order, and abstract notions, such as luck, misfortune, happiness, completeness, perfection and others. The study also illustrates the similarities and differences in the use of numbers in English and Uzbek phraseological units. In English, some phraseological units have their equivalents with other number components in Uzbek or vice versa. Some English phraseological units that do not include numbers have number components in Uzbek or vice versa.

The linguistic cultural analysis of number component phraseological units in the formation of linguistic world picture in English and Uzbek demonstrates cultural values, cultural memory, historical experiences, social norms and etc. The analysis reveals the importance of number component phraseological units in forming the linguistic world picture of English and Uzbek.

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THE ROLE OF ANTHROPOCENTRIC LINGUISTIC THEORIES IN UNDERSTANDING ONOMASTIC METAPHORS IN UZBEK LINGUISTICS

Annotation. This article delves into the increasing significance of the anthropocentric perspective in linguistics, marking a pivotal transformation in the study of language. It asserts that text has emerged as the primary form of language with social relevance, advocating for a more human-driven approach to analyzing written resources. The article posits that exploring the impact of this anthropocentric paradigm on Uzbek national linguistics over the past century- an era characterized by its formation and development particularly valuable. The discussion highlights the global shift towards a human-centered paradigm in linguistics, notably gaining momentum since the late twentieth century. It scrutinizes how this evolution has reshaped scientific perspectives within Uzbek linguistics, revealing crucial areas where the anthropocentric viewpoint has prompted significant changes. These include novel interpretations of linguistic phenomena, an enhanced understanding of cultural contexts, and a greater emphasis on the role of human agency in language use. By investigating these transformations, the article not only underscores the relevance of the anthropocentric approach in contemporary linguistics but also illustrates its profound implications for the study and interpretation of language within the Uzbek context. Ultimately, it calls for a reevaluation of traditional methodologies in favor of more human-centered frameworks that reflect the complexities of language as a social and cultural tool.

Key words: Linguoculturology, anthropocentrism, pragmatics, semantics, cognitive linguistics, communication, metaphor

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O‘ZBEK TILSHUNOSLIGIDA ONOMASTIK METAFORALARNI

TUSHUNISHDA ANTROPOTSENTRIK LINGVISTIKA NAZARIYALARINING ROLI

Annotatsiya. Ushbu maqola lingvistika sohasida antropotsentrik perspektivaning o‘sib borayotgan ahamiyatini ko‘rib chiqadi, tilni o‘rganishdagi asosiy o‘zgarishni ta‘kidlaydi. Unda matn ijtimoiy ahamiyatga ega tilning asosiy shakliga aylanganligi, yozma resurslarni tahlil qilishda odamga yo‘naltirilgan yondashuvning zarurligini ko‘rsatadi. Maqola, o‘tgan asrda shakllanishi va rivojlanishi bilan ajralib turadigan ushbu davrda antropotsentrik paradigmaning O‘zbek milliy lingvistikasi ustidagi ta‘sirini o‘rganishning ahamiyatini ta‘kidlaydi. Maqolada, XX asrning oxiridan boshlab lingvistika sohasida insonparvar paradigma tomon global o‘zgarishlar haqida so‘z boradi. Ushbu evolyutsiya O‘zbek lingvistikasidagi ilmiy qarashlarni qanday o‘zgartirganligi tahlil qilinadi, antropotsentrik nuqtai nazar muhim o‘zgarishlarga olib kelgan asosiy sohalarni aniqlaydi. Bunga lingvistik hodisalarni yangi talqin qilish, madaniy kontekstlarni chuqurroq tushunish va tilni ishlatishda inson agentligiga ko‘proq e‘tibor berish kiradi. Ushbu o‘zgarishlarni o‘rganib, maqola nafaqat zamonaviy lingvistika uchun antropotsentrik yondashuvning dolzarbligini ta‘kidlaydi, balki O‘zbek kontekstida tilni o‘rganish va talqin qilish uchun uning chuqur oqibatlarini ham ko‘rsatadi. Nihoyat, an‘anaviy metodologiyalarni odamga yo‘naltirilgan ko‘rsatmalarga qayta baholashga chaqiradi, bu tilni ijtimoiy va madaniy vosita sifatida murakkabliklarini aks ettiradi.

Kalit so‘zlar: Lingvomataniyatshunoslik, antropotsentrizm, pragmatika, semantika, kognitiv lingvistika, muloqot, metafora.

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РОЛЬ АНТРОПОЦЕНТРИЧЕСКИХ ЛИНГВИСТИЧЕСКИХ ТЕОРИЙ В ПОНИМАНИИ ОНОМАСТИЧЕСКИХ МЕТАФОР В УЗБЕКСКОЙ ЛИНГВИСТИКЕ

Аннотация. Данная статья рассматривает растущее значение антропоцентрической перспективы в лингвистике, отмечая ключевую трансформацию в изучении языка. В ней утверждается, что текст стал основной формой языка с социальной значимостью, что подчеркивает необходимость более ориентированного на человека подхода к анализу письменных ресурсов. Статья предполагает, что исследование влияния этой антропоцентрической парадигмы на узбекскую национальную лингвистику за последний век - эпоху, характеризующуюся ее формированием и развитием, представляет особую ценность. Обсуждение

подчеркивает глобальный сдвиг к гуманистической парадигме в лингвистике, который заметно набирает силу с конца двадцатого века. В статье анализируется, как эта эволюция изменила научные взгляды в узбекской лингвистике, выявляя ключевые области, где антропоцентрическая точка зрения привела к значительным изменениям. К ним относятся новые интерпретации лингвистических явлений, углубленное понимание культурных контекстов и большее внимание к роли человеческой агентности в использовании языка. Исследуя эти трансформации, статья не только подчеркивает актуальность антропоцентрического подхода в современной лингвистике, но и иллюстрирует его глубокие последствия для изучения и интерпретации языка в узбекском контексте. В конечном итоге она призывает к переоценке традиционных методологий в пользу более ориентированных на человека рамок, которые отражают сложности языка как социального и культурного инструмента.

Ключевые слова: Лингвокультурология, антропоцентризм, прагматика, семантика, когнитивная лингвистика, коммуникация, метафора.

INTRODUCTION

The anthropocentric focus in linguistics is deemed a significant paradigm shift, resulting in many studies on this subject. This paradigm evolved as a rebellion against conventional pedagogical practices in language acquisition. In the last century, several areas, such as linguoculturology, psycholinguistics, ethnopsycholinguistics, and neurolinguistics, that were previously considered independent sciences are now known as independent branches of anthropocentric linguistics. Among the first scholars to turn their attention to issues with the kinship of language and culture, language and the human element, and language and history in the framework of the study of language were V. von Humboldt, A. Vaygerber, L. Bloomfield, E. Sapir, Boduen de Kurtene, and A. A. Potebnya. There has been a surge of interest in research on languages through the anthropocentric lens in global linguistics encompassing linguocognitology, linguistic psycholinguistics, linguoculturology, pragmatic linguistics, etc. Prominent linguists in this movement include N. Chomsky, U. Chaika, B. A. Serebrennikov, L. V. Shcherba, U. N. Stephanov, N. I. Karaulov, N. I. Jinkin, A. A. Leontiev, J. Lakoff, T. A. van Dake, A. Vejbitskaya, Ye. The authors of the article made use of research conducted by S. Kubryakova, E. Rosh, V. P. Belyanin, V. Z. Demyankov, V. A. Maslova, T. M. Dridze, K. F. Sedov, A. Nurmonov, M. N. Makhmudov and others (for example, E. A. Begmatov, Sh. Alguliev, M., and Khassay, I. focused on the language system from the perspective of anthropocentrism with special emphasis on cognitive linguistics, linguopragmatics, and semantics [e.g. Sarafov, S. Boymirzayev, I. Azimova].

Construction of the anthropocentric paradigm puts the spotlight on the speaker – the owner of the language - and demonstrates that the structuralist perspective, which concentrates on the phenomenon of language in and for itself, is of no significance here. [Maslova,

2001]. Anthropocentrism as a linguistic paradigm, which has long been established as such, is based on the theoretical concepts of V. von Humboldt and L. Weisgeiber [Maxmudov, 2012]. The word "anthropocentrism" comes from the Greek word "anthropos," which means human, and the Latin word "centrum," meaning center. This term was initially contextualized with philosophical perspectives that emphasized the idea of focusing on humanity as the center of the universe, especially common in the Middle Ages in Europe. [Pimenova, & Kondrateva, 2014].

Prof. N. Makhmudov addresses the paradigm of anthropocentric linguistics development, emphasizing language preference over humans, which is key to the formation of individual identity. He quotes the perceptive observation of S. Davlatov that "language forms 90 percent of one's identity." V.A. Maslova argues that human cognition cannot even be imagined without a linguistic framework for speech generation and perception. The discussion offers a crucial aspect in accounting for the relationship between language and personality as a complete reflection of how someone uses language as a speaker or a writer. [Maxmudov, N, 2012]. The external and internal frameworks of the text itself can be understood as a kind of dynamic mirror that depicts the linguistic competence of native speakers from national contexts. As N.I. Jikin noted that communication happens not just by loose statements but by connected texts. M. Yuldashev, who approached literary texts from the viewpoint of linguopoetics, supports Makhmudov's arguments by stating that treating a language only as a tool of interpersonal communication serves to trivialize its nature. To think this way reduces the complicated and significant phenomenon of English to that of artificial languages like Esperanto, with no cultural depth. Language does not only transmit information; it also expresses a range of human emotions - happiness, sadness, surprise - that cannot be reduced to simple dispatches. [Jyldashev, 2009].

In the literature on the Uzbek language in the general aspect of anthropocentric paradigms, little has been investigated, and the existing studies focused on the cognitive, psycholinguistic, and linguoculturological aspects. On the other hand, the anthropocentric aspects of the literary texts in the context of their writing and reading remain less studied on the level of Uzbek linguistics. The emergence of anthropocentric linguistics, or neurolinguistics, is relevant to the naturalistic study of biomarkers of native personality. This transition points away from "how language works" to "how it generates human experience." Language is a powerful means of expression for feelings and can have a lasting impact on how the reader feels and can also create different emotions. [Hudajberdieva, 2015].

In the past decades, anthropocentrism has been a new trend in the analysis of text and in linguistics in general. Abroad, the researchers mainly study the relationship between text and personal factors from cognitive, psycholinguistic, and linguoculturological points of view. The process of making sense of artistic texts is by design, open-ended, inviting divergent emotional responses, humor, imaginative participation, aesthetic appreciation, and novel perspectives on

the world around us. Some linguistic features are critical drivers that provide the means towards an inference of someone‘s psychological context; tone and associative language are among the highest-profile constructs that appear to have ready access into the psycholinguistic landscape within Uzbek texts. Furthermore, a plethora of educational and moral stories in Uzbek literature have emphasized socio-moral values, which are characteristic of Eastern traditions but also abiding the national priority. Anthropocentrism, therefore, sees the two language-practicing agents, the speaker, and the addressee, as key players in its research on linguistic personality elements. The focus on native speakers has driven the development of anthropocentric approaches in linguistics in different branches of cognition, such as cognitive linguistics, linguoculturology, and psycholinguistics, which became independent sciences in the second half of the 20th century.

As noted in Theoretical Linguistics, the anthropocentric system is defined from the perspective of the speaker - one that creates, develops, and owns language as well as makes sense of it. The acute interest in the linguistic personality, especially of native speakers, has resulted in the development of this anthropocentric paradigm in linguistics. If we consider anthropocentric linguistics, then since the second half of the XX century, a number of directions related to this trend have appeared: cognitive linguistics, linguoculturology, linguopragmatics, psycholinguistics, ethnopsycholinguistics, and neurolinguistics. The academic world knows of a ‘language owner,‘ which it should because otherwise, more details like personality, linguistic awareness, cognition, activity, mentality, and culture are just lying unbound in linguistics. Indeed, conducting a thorough examination of the Uzbek language through the lens of anthropocentrism, which has become one of the most influential trends in world linguistics, not only strives to contribute to the development of Uzbek linguistics but also emphasizes the mutual relationship among a language, its culture, national mentality, and spirituality. Prof. A. Nurmanov: “Theories of Linguistic Relativity and Linguistic Determinism as well as a Semitic Form of Determinism”; - an article that covers the theories of linguistic relativity and determination and his own view on the interaction between language and culture. He has assented and agrees that the ideas represented by B. Whorf and E. Sapir about linguistic diversity reflect fundamental components of culture. “But there are things common to all languages, too,” he said, adding: “Every language reflects the spirit of a nation, its national culture, its worldview, its mentality; but there are generalizations as well, images that appear to represent common sense in different languages as a product of common thinking. [Nurmonov, 2013; 11]

In 2015, Prof. A. Nurmanov defended his doctoral dissertation titled “Anthropocentric Interpretation of Literary Texts in the Uzbek Language.” Theoretical bases of the anthropocentric paradigm and analysis of the Uzbek text‘s linguocultural aspect in this work are carried out in Chapter 3. In this chapter, he manages to linguistically analyze text-based metaphors and analogies, thus

proposing a classification of metaphors: (1) word metaphors, (2) compound metaphors, (3) speech metaphors, and (4) text metaphors. He also suggests identifying static patterns in texts (e.g., textual features, sentence structures) as a fifth category of precedent units. [Khudayberganova, 2015]

Anthropological mechanisms of research were introduced to dictionaries in Uzbek linguistics. A distinctive feature of the Explanatory Dictionary of Uzbek Language Analogies (compiled under the leadership of N. Makhmudov is that over 500 steady analogies, each with 21 linguocultural signs relevant to these analogies, are uniquely documented. This dictionary, as envisaged by authors, is intended to describe the figurative thinking national to the related people as well as their worldview and axiology through examples drawn by such analogies.

Moreover, in 2015, a dictionary of linguoculturology studies [Khudayberganova, 2015] was published, which provided definitions of more than 200 key terms related to the topic. There are multiple dissertation works on linguoculturology. [Tosheva, 2017; Rustamov, 2018; Nasrullaeva, 2018; Usmanov, 2019;] Most of these studies are on linguocultural units. For example, the dissertation by Farkhod Usmanov, "Linguistic and Cultural Study of Analogies in the Uzbek Language," studied the importance of national-cultural connotations in the semantics of stable analogies in the Uzbek language. The analysis was conducted through a linguocultural prism and scientific terminology, therefore dividing the images used as references in analogy into categories based on linguistic and cultural codes. In addition, studying stable analogies in Uzbek was able to highlight specific characteristics that can be attributed to cultural norms and commonly accepted axiological attitudes among the Uzbek population. [Usmanov, 2019].

In summary, linguocultural studies are a fundamental breach in linguistics, and there has been considerable progress made in our knowledge of linguistics in recent years. The terminology of the field has been solidified, and its theoretical foundations have been enhanced.

RESEARCH METHODS

This study employs a qualitative approach to analyze precedent names' linguistic and cultural connections within the metaphorical framework of Uzbek linguistics. The research involved a comprehensive literature review of existing studies on onomastic metaphors, idiomatic expressions, and figurative language in Uzbek culture. A detailed examination of literary works, proverbs, riddles, and idiomatic expressions was conducted to identify prevalent metaphorical constructs and their cultural significance. This involved selecting representative examples of universal precedent names (such as Hitler, Hamlet, and Othello) and national precedent names (e.g., Alpomish, Barchin, Karabotir) from Uzbek literature. The study compared the identified metaphorical constructs across different cultures to highlight the universal and national characteristics of figurative language. This included examining how metaphors reflect the national mentality and cultural identity of the Uzbek people. The research utilized cognitive linguistic theories to analyze how metaphorical

language shapes thought processes and cultural perceptions among speakers of Uzbek.

RESULTS

The analysis revealed several key findings regarding the use of onomastic metaphors in Uzbek linguistics. The study successfully categorized precedent names into universal and national classifications. Universal names such as Hitler, Hamlet, and Othello were found to resonate across various cultures as symbols of specific human experiences (e.g., fascism, hope, jealousy). In contrast, national precedent names like Alpomish and Gorogly encapsulate unique cultural values such as honor, bravery, and love. Onomastic metaphors serve as significant indicators of the national mentality. The analysis demonstrated that these metaphors are not merely linguistic tools but also reflect deeper cultural narratives and societal values inherent in Uzbek culture. The examination of gendered naming practices in Uzbek linguistics offers insights into societal norms and expectations. In Uzbek culture, names carry profound meanings and are often imbued with cultural, historical, and familial significance. The anthropocentric approach posits that names are not merely arbitrary labels; rather, they reflect the values, beliefs, and experiences of individuals and communities. For instance, many Uzbek names are derived from natural elements (e.g., "Dilshod" meaning "happy heart") or virtues (e.g., "Umid" meaning "hope"). These names encapsulate aspirations and qualities that families wish to bestow upon their children, thus serving as metaphors for desired human traits. Names such as "Gulnara" (meaning "flower" and "pomegranate") may symbolize femininity, beauty, and fertility, while male names often emphasize strength and valor. An anthropocentric approach highlights how these onomastic metaphors reflect and reinforce gender roles within Uzbek society. Furthermore, shifts in naming trends can indicate changing attitudes towards gender and identity, showcasing the dynamic nature of language in response to social evolution. The findings underscore the necessity for interdisciplinary collaboration between linguistics, pragmatics, psycholinguistics, and cognitive science further to explore the relationship between language and culture in Uzbekistan. This collaboration is essential for advancing the understanding of how linguistic constructs shape cognitive processes and cultural identities. The study concludes with a call for more extensive research in the field of Uzbek linguistics, particularly focusing on anthropocentric theory and the cultural aspects of language use. Continued exploration is vital for uncovering under-researched areas that contribute to the richness of Uzbek‘s linguistic heritage.

These results provide a foundation for understanding the intricate relationship between language, culture, and humans within the context of Uzbek linguistics, emphasizing the importance of the anthropocentric approach to analyzing language.

DISCUSSION

The linguistic and cultural connections of the precedent names in the metaphorical framework then allow the grouping of these names into national and universal classifications. Universal precedent names - Hitler (the anti-example of fascism), Hamlet (the

hope example), and Othello (the jealousy example) - are widely recognizable across cultures. On the other hand, each country has its unique group of slight national precedent names. For instance, in Uzbek culture, Alpomish means honor and dignity; Barchin means a devoted beloved one; Karabotir means an enemy; Gorogly means a brave person; and Layli and Majnun means steadfastness in love and madness.

Onomastic metaphors are crucial in demonstrating characteristics of national mentality and function as useful rhetorical devices. As a result, the result of usage of metaphor as a universal practice and also its cultural content are being holistically investigated in Uzbek linguistics. However, this area is powerful enough, so it certainly must be paid more attention as it needs to be addressed through more research, especially concerning the extension of the borders for linguoculture)) Many figurative expressions and idiomatic phrases in the language are worthy of linguocultural analysis to discover some rarely known features of Uzbek linguistics. In Uzbek studies, these are also known as riddles, phrases, and proverbs, which are linguistic units that have been analyzed in terms of their semantic and grammatical features. The specific cultural identity of the Uzbek people finds its reflection in their figurative thinking, bounds of imagination, and rhetorical style that highlight the linguistic and cultural importance of the figures of speech of the Uzbek people. Anthropomorphism - this relates back to an old way of interpreting reality and can also be found in riddles such as personifying objects. According to researchers, many riddles rely on metaphorical language; “Oq yer ochdim, qora bugdoy sochdim” (I opened the white ground; I sprinkled the black wheat), refers to paper (writing), “Qora sigir qarab turar, Sariq sigir yalab turar” (The black cow is staring; the yellow cow is licking) refers to a cauldron over the fire. This riddle hints at multiple meanings within its layers: Fatima Zuhra, a riddle, and scissors. Saparniyazova shows an example of this through a riddle that refers to the fight over the inheritance of Fatima Zuhra, using scissors as a representation of the fight. Each of these compresses not only short descriptions of creative understandings of reality but also relies upon a wide array of linguocultural codes.

Many other studies in the field of linguistics were conducted in Uzbekistan that contributed to the development of Uzbek science. The aforementioned research represents one of the first stages of anthropocentric development in Uzbek linguistics. Continued efforts throughout this are needed. This is particularly true for studies of communication theory and the foundational principles behind it and the contributions of anthropocentrism, psycholinguistics, and cognitive science for closer collaboration between these two realms of inquiry. That is particularly significant for sociolinguistics and psycholinguistics, both of which maintain significant contemporary relevance. Academics in Uzbekistan started researching anthropocentric linguistics by the end of the 20th century. The publication “Cognitive Linguistics” described theoretical and anthropocentric constructs corresponding to mental arrangements like scenarios, scripts, frames, gestalts, prototypes, and

categorization, in other words, those that build the textual meaning architecture. The author‘s understanding of the cultural and national characteristics of linguistic-cognitive processes serves as a tracing paper for the analysis of the language and culture correlation. Which in itself contributes to further research of this area in Uzbek linguistics. These dealings of language on culture, along with language and thought, have taken Uzbek national linguistics to a higher echelon.

CONCLUSION

In conclusion, this article highlights the growing importance of the anthropocentric perspective in linguistics, particularly within the context of Uzbek national linguistics. The findings underscore a significant transformation in the study of language, emphasizing that text has become the central form of language with social relevance. By advocating for a human-driven approach to analyzing written resources, the article reveals how this paradigm shift is not merely theoretical but has practical implications for linguistic research and interpretation.

The methods employed in this study involved a comprehensive review of literature spanning the last century, alongside a critical analysis of linguistic phenomena through the lens of anthropocentrism. This approach allowed for an in-depth exploration of how the anthropocentric paradigm has influenced various aspects of Uzbek linguistics. The discussion section elaborates on the global trend towards a human-centered paradigm in linguistics, which has gained momentum since the late twentieth century. This shift is characterized by a reevaluation of traditional methodologies and an increased focus on the role of human agency in language use.

The results indicate that the anthropocentric viewpoint has led to novel interpretations of linguistic phenomena and an enhanced understanding of cultural contexts. It has prompted researchers to consider language not just as a system of signs but as a dynamic social and cultural tool that reflects human experiences and interactions. The article identifies crucial areas where these changes are evident, including shifts in how linguistic phenomena are analyzed and interpreted, as well as a greater appreciation for the cultural nuances that inform language use. Furthermore, the implications of adopting an anthropocentric approach are profound for both the study and interpretation of language within the Uzbek context. By foregrounding human experience and agency, researchers can gain deeper insights into the complexities of language as it operates within specific cultural frameworks. This perspective encourages linguists to embrace more holistic methodologies that account for the interplay between language, culture, and society.

Ultimately, this article calls for a reevaluation of traditional linguistic methodologies in favor of more human-centered frameworks. Such an approach not only reflects the complexities of language as a social and cultural tool but also aligns with contemporary trends in linguistic research worldwide. By embracing anthropocentrism, scholars can contribute to a richer understanding of language that resonates with the lived experiences of individuals within their cultural contexts, thereby enriching the field of linguistics as a whole.

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ОСОБЕННОСТИ ИЗОБРАЖЕНИЯ ИНТЕРЬЕРА В «ПЕТЕРБУРГСКИХ ПОВЕСТЯХ» Н. В. ГОГОЛЯ

Аннотация. Целью данной статьи является исследование специфики интерьерного пространства в «Петербургских повестях» Н. В. Гоголя, выявляя его роль в создании художественного мира произведений. В текстах Н. В. Гоголя интерьер становится самостоятельным повествовательным элементом, влияющим на развитие действия и интерпретацию произведений. А также интерьерное пространство в гоголевских тестах отражает социальные и психологические характеристики персонажей. Научное исследование включает следующие задачи: анализ интерьера как носителя символических значений, выявление его связи с мотивами отчуждения, фантастики и метаморфозы, а также изучение взаимодействия персонажей с пространством. Важно проанализировать, каким образом интерьерная деталь способствует передаче авторского замысла и созданию общей атмосферы произведения. Методология исследования основывается на структурно-семантическом и мотивном анализах, а также на интертекстуальном подходе, позволяющим рассмотреть гоголевский интерьер в контексте русской литературной традиции и его влияния на дальнейшее развитие реалистической и модернистской прозы. Таким образом, в результате исследования было выявлено, что интерьер в «Петербургских повестях» выполняет не только описательную, но и функциональную роль, моделируя психологическое состояние героев и создавая атмосферу тревоги, абсурда и размывания границ между реальностью и фантастикой. Основным выводом исследования является то, что Н. В. Гоголь использует интерьер как средство художественной экспрессии, превращая бытовое пространство в символическое измерение, в котором проявляются глубинные смыслы его произведений, что делает его важным элементом повествовательной структуры.

Ключевые слова: интерьер, художественное пространство, психологическое значение, символическое значение, фантастика.

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FEATURES OF INTERIOR DEPICTION IN N. GOGOL'S "PETERSBURG TALES"

Annotation. The purpose of this article is to explore the specifics of interior space in N. V. Gogol's Petersburg Tales, revealing its role in the creation of the artistic world of the works. In Gogol's texts, the interior becomes an independent narrative element that influences the development of the plot and the interpretation of the works. Moreover, interior space in Gogol's texts reflects the social and psychological characteristics of the characters. This scholarly research includes the following objectives: the analysis of the interior as a bearer of symbolic meanings; identifying its connection with the motifs of alienation, fantasy, and metamorphosis; as well as studying the interaction of characters with space. It is important to analyze how interior details contribute to the transmission of the author's intent and the creation of the overall atmosphere of the work. The methodology is based on structural-semantic and motif analyses, as well as on the intertextual approach, which makes it possible to consider Gogol's interiors in the context of the Russian literary tradition and their influence on the further development of realistic and modernist prose. As a result of the research, it was revealed that the interior in Petersburg Tales performs not only a descriptive but also a functional role, modeling the psychological state of the characters and creating an atmosphere of anxiety, absurdity, and blurred boundaries between reality and fantasy. The main conclusion of the study is that N. V. Gogol uses interior space as a means of artistic expression, transforming the everyday environment into a symbolic dimension in which the deep meanings of his works are manifested, making it an important element of narrative structure.

Key words: interior, artistic space, psychological significance, symbolic significance, fantasy.

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N. GOGOLNING "PETERBURG HIKOYALARI"DAGI INTERYER TASVIRINING XUSUSIYATLARI

Annotatsiya. Ushbu maqolaning maqsadi N. V. Gogolning Peterburg hikoyalari asarlaridagi interyer fazosining o'ziga xosligini o'rganish va uning badiiy dunyoni yaratishdagi o'rnini aniqlashdan iborat. Gogol matnlarida interyer mustaqil rivoyaviy elementga aylanib, voqealar rivojiga va asarlarning talqiniga ta'sir ko'rsatadi. Shuningdek, Gogol matnlaridagi interyer fazosi qahramonlarning ijtimoiy va psixologik xususiyatlarini aks ettiradi. Ilmiy tadqiqot quyidagi vazifalarni o'z ichiga oladi: interyerning ramziy ma'nolarni ifodalovchi vosita sifatidagi tahlili, uni begonalashuv, fantastika va metamorfoza motivlari bilan bog'liq holda o'rganish,

shuningdek, qahramonlar va fazo o‘rtasidagi o‘zaro ta‘sirni tahlil qilish. Interyer tafsilotlari muallifning g‘oyasini yetkazish va asarning umumiy muhitini yaratishga qanday xizmat qilishi muhim ahamiyatga ega. Tadqiqot metodologiyasi strukturasemantik va motiv tahlillari, shuningdek, Gogol interyerini rus adabiy an‘anasi kontekstida va realizm hamda modernizm nasrining keyingi rivojiga ta‘siri nuqtayi nazaridan ko‘rib chiqish imkonini beruvchi intertekstual yondashuvga asoslanadi. Tadqiqot natijalariga ko‘ra, Peterburg hikoyalaridagi interyer nafaqat tasviriy, balki funksional rolni ham bajaradi, qahramonlarning ruhiy holatini modellashtiradi hamda xavotir, absurd va haqiqat bilan xayol orasidagi chegaralarning yo‘qolishi muhitini yaratadi. Tadqiqotning asosiy xulosasi shuki, N. V. Gogol interyerlarni badiiy ifoda vositasi sifatida ishlatadi va oddiy hayotiy fazoni chuqur ma‘nolar ifodalangan ramziy o‘lchamga aylantiradi, bu esa uni asarlarning rivoyaviy tuzilmasining muhim elementi qiladi.

Kalit so‘zlar: interyer, badiiy makon, psixologik ahamiyat, ramziy ahamiyat, fantastika.

ВВЕДЕНИЕ

В современном литературоведении одним из важных аспектов изучения является проблематика художественного пространства, а в частности интерьерного пространства. В произведениях многих авторов XIX века мы можем встретить образ интерьера, функционирующий не только как сцена для действия, но и как значимое художественное средство. Эти художественные средства помогают авторам выразить ключевые идеи своих произведений. В данном контексте особое значение имеет литературное наследие Н. В. Гоголя, так как в его творчестве интерьер выполняет многофункциональную роль. Использование пространственных мотивов в текстах Н. В. Гоголя помогает формировать своеобразную художественную атмосферу, обнаружить социальные проблемы, а также отразить психологическое состояние героев. В частности, в «Петербургских повестях» интерьер не является лишь фоном для событий, но становится активным элементом, который моделирует реальность, наполненную абсурдом, тревогой и метаморфозами.

Интерьер в литературном наследии Н. В. Гоголя служит не только показателем бытовых и социальных признаков петербургского общества, но и символическим элементом, олицетворяющим философские и экзистенциальные вопросы, возникающие у героев. Декор и пространство, встречающиеся в текстах, взаимодействуют между собой как показатели внутреннего состояния персонажей, их отчуждения от окружающего мира и, порой, от самих себя. Таким образом, в исследовании интерьера как самостоятельного художественного элемента необходимо акцентировать внимание на его роли в формировании не только социальной, но и психологической реальности произведений.

Творческим наследием великого русского писателя Н. В. Гоголя заинтересовались большое количество его современников, среди которых важно отметить В. Г. Белинского, А. С. Пуш-

кина, П. Я. Чаадаева, Н. А. Некрасова и Д. И. Писарева. Эти литературоведы сыграли ключевую роль в восприятии произведений Н. В. Гоголя. Из современников первым обратил внимание и дал высокую оценку творчеству Н. В. Гоголя критик В. Г. Белинский. «Отличительный характер повестей Гоголя составляют простота вымысла, народность, совершенная истина жизни, оригинальность и комическое одушевление, всегда побеждаемое глубоким чувством грусти и уныния. Причина всех этих качеств заключается в одном источнике: Гоголь – поэт, поэт жизни действительной» [Белинский, 1955; 496]. В. Г. Белинский утверждал, что Н. В. Гоголь не просто писатель, а художник, в чьих произведениях ярко отражаются духовные и нравственные проблемы общества. В статье «Взгляд на русскую литературу 1847 года» В. Г. Белинский отмечает, что «влияние Гоголя на русскую литературу было огромно. Не только все молодые таланты бросились на указанный им путь, но и некоторые писатели, уже приобретшие известность, пошли по этому же пути, оставивши свой прежний» [Белинский, 1960; 281]. А. С. Пушкин также высоко ценил гоголевское чувство юмора и выразительность «вот настоящая веселость, искренняя непринужденность, без жеманства, без чопорности... а местами какая поэзия!..» [Пушкин, 1984; 191].

Такие литературоведы как Ю. М. Лотман, Л. Я. Гинзбург, Б. М. Эйхенбаум исследовали роль пространственной организации в произведениях Н. В. Гоголя. Тем не менее, несмотря на наличие большого количество исследований, проведённых со стороны вышеперечисленных литераторов, особенности интерьера в творчестве Н. В. Гоголя, а именно в сборнике «Петербургские повести» остаются не до конца изученными с точки зрения их функциональной и символической роли. В последнее десятилетие было сделано ряд работ о влиянии пространственных элементов на интерпретацию произведений, однако интерьер с точки зрения самостоятельного повествовательного элемента остаётся малоизученным. Исследования современных учёных также недостаточно охватывают вопрос о символике интерьерных объектов и их связи с ключевыми темами произведений – отчуждением, фантастикой и метаморфозами.

МЕТОДЫ ИССЛЕДОВАНИЯ

Методологическую основу работы составляют структурно-семантический и мотивный анализ, а также интертекстуальный подход, что позволило рассмотреть интерьер не только как элемент художественного описания, но и как полноценный выразительный механизм повествования.

Использование в исследовании структурно-семантического анализа дало возможность определить, каким образом интерьеры в «Петербургских повестях» организуют пространственную структуру текста и влияют на его восприятие. Такие интерьерные детали, как обветшалые комнаты, бедная обстановка или роскошные, но мертвые интерьеры – формируют особую семантическую среду, в которой раскрываются основные идеи произведений: иллюзорность мира, дегуманизация, отчуждение.

Мотивный анализ дал возможность проанализировать устойчивые мотивы,

связанные с интерьером: метаморфозы пространства, противопоставление мечты и реальности, мотив запустения, обмана и иллюзии. Интерьер становится своеобразным экраном, на котором проецируются внутренние состояния героев, их духовные искания и кризисы. Например, в повести «Невский проспект» пространство комнаты Пискарёва отражает его психологическое падение и отрыв от реальности, а бедная обстановка Башмачкина в «Шинели» служит выражением его социальной незначительности и жизненной изоляции.

Интертекстуальный подход, в свою очередь, позволил интерпретировать гоголевский интерьер в контексте русской литературной традиции, выявить влияние прозы Н. В. Гоголя на последующую художественную практику. Н. В. Гоголь закладывает основы особого типа пространства – символического, подвижного, двусмысленного, что получит развитие в творчестве Ф. М. Достоевского, М. А. Булгакова и модернистов XX века. Через интерьеры автор формирует художественный мир, в котором границы между реальным и фантастическим размываются, и именно в этом пространственном сдвиге происходит глубокое осмысление человеческого существования.

Таким образом, использование данных методов позволило выявить, что гоголевский интерьер выполняет не только изобразительную, но и концептуальную функцию, участвуя в построении смыслового ядра повестей и отражая философские, психологические и социальные аспекты авторского замысла.

РЕЗУЛЬТАТЫ

Насыщенная картина городской жизни Петербурга представлена в повести «Невский проспект», в которой центральное место занимает сам Невский проспект. Н. В. Гоголь мастерски описывает интерьер Невского проспекта, состоящего не только из серых зданий и чисто подметённых тротуаров, но и из людей, их поведения, взглядов, жестов и даже одежды.

С самого начала повести автор демонстрирует нам Петербург, в котором в течение одних только суток совершается быстрая фантасмагория. Своим оригинальным стилем пера Н. В. Гоголь описывает Петербург, в котором царит специфическая атмосфера: «Начнем с самого раннего утра, когда весь Петербург пахнет горячими, только что выпеченными хлебами и наполнен старухами в изодранных платьях и салопах, совершающими свои наезды на церкви и на сострадательных прохожих. Тогда Невский проспект пуст: плотные содержатели магазинов и их комми еще спят в своих голландских рубашках или мылят свою благородную щеку и пьют кофий; нищие собираются у дверей кондитерских, где сонный ганимед, летавши вчера, как муха, с шоколадом, вылезает, с метлой в руке, без галстука, и швыряет им черствые пироги и объедки...» [Гоголь, 1994; 2]. После прочтения данного отрывка создаётся ощущение того, что город только начинает просыпаться и готовиться к началу нового дня. Описание того, что сонный ганимед швыряет «чёрствые пироги и объедки» создаёт грубую, непритязательную атмосферу, противопоставленную более элегантному и «цивилизованному» дневному времени.

«По улицам плетется нужный народ: иногда переходят ее русские мужики, спешащие на работу, в сапогах, запачканных известью, которых и Екатерининский канал, известный своею чистотою, не в состоянии бы был обмыть. В это время обыкновенно неприлично ходить дамам, потому что русский народ любит изъясняться такими резкими выражениями, каких они, верно, не услышат даже в театре. Иногда сонный чиновник проплетется с портфелем под мышкою, если через Невский проспект лежит ему дорога в департамент. Можно сказать решительно, что в это время, то есть до двенадцати часов, Невский проспект не составляет ни для кого цели, он служит только средством: он постепенно наполняется лицами, имеющими свои занятия, свои заботы, свои досады, но вовсе не думающими о нем…» [Гоголь, 1994; 3]. В первую половину дня Невский проспект служит только средством передвижения, в котором все спешат по своим делам. «В двенадцать часов на Невский проспект делают набеги гувернеры всех наций с своими питомцами в батистовых воротничках. Английские Джонсы и французские Коки идут под руку с вверенными их родительскому попечению питомцами и с приличною солидностию изъясняют им, что вывески над магазинами делаются для того, чтобы можно было посредством их узнать, что находится в самых магазинах. Гувернантки, бледные миссы и розовые славянки, идут величаво позади своих легеньких, вертлявых девчонок, приказывая им поднимать несколько выше плечо и держаться прямее; короче сказать, в это время Невский проспект — педагогический Невский проспект…» [Гоголь, 1994; 5]. В двенадцать часов Невский проспект превращается в «педагогический», так как начиная с этого периода на проспекте появляются гувернёры и их воспитанники.

По мере того, как день переходит в более активную фазу, Невский проспект становится ареной для демонстрации «лучших произведений человека». Описания одежды, бакенбард, усов, галстуков и прочих аксессуаров приводят к картине выставки – социального статуса, престижа и даже эстетических предпочтений. Все эти детали – это не просто описание внешнего вида, но и символы принадлежности к определенному классу и социальной группе. Шляпы, платье, усы, бакенбарды – все эти элементы одежды и внешности становятся показателями того, как человек хочет себя представить в общественном пространстве города. В повести явно прослеживается различие между «порядочными людьми» – чиновниками, гувернерами, воспитанниками, и более маргинализированными фигурами, такими как нищие, рабочие и ремесленники. Эта социальная градация проходит через весь текст, создавая контекст для того, как социальный статус влияет на восприятие города и интерьера. Когда на Невском проспекте появляется чиновник в зеленом вицмундире или молодой коллежский регистратор, это противопоставляется нищим и беднякам, чье присутствие воспринимается как нечто неприглядное или даже беспокойное. Вечером Невский проспект снова преображается: город наполняется новыми фигурами. Это метаморфоза – от безжизненности утреннего времени до

бурного, почти романтического вечера – служит контекстом для изменений в восприятии и восприятии пространства. Освещенный фонарями Невский проспект как бы меняет свое лицо, и его жители тоже меняются, становясь более легкими, более беспечными и готовыми к социальным взаимодействиям. В дневное время город «серьезен», организован, и в нем царит определенная строгость и дисциплина, отраженная в одежде и поведении. Ночью, напротив, Невский проспект становится более «легким», в нем царит игра света и тени, что усиливает ощущение театральности происходящего. Это временное изменение, связанное с приходом сумерек, символизирует переход от социальной строгости к более легкому и свободному общению. Интерьер Невского проспекта, как его изображает Н. В. Гоголь, многослоен и насыщен социальными, культурными и психологическими аспектами. Он служит не только физическим пространством, но и отражением взаимодействий между людьми, их статусами, желаниями и даже внутренними переживаниями. Через описание внешнего мира автор как бы раскрывает «внутренний мир» города, где все его элементы – от одежды до социальных ролей – наполнены символизмом и метафорами. В повести Н.В. Гоголя Невский проспект предстает не только как топографическое пространство, но и как полноценный художественный образ, обладающий чертами одушевлённости. Автор наделяет улицу признаками живого существа: она «просыпается», «оживает», «наполняется» людьми, изменяется в зависимости от времени суток и социального контекста. Благодаря подобной персонификации Невский проспект становится не просто декорацией, а активным участником повествования, своеобразной сценой, на которой разворачиваются «спектакли» городской жизни. Подобный приём позволяет Гоголю передать ритм, динамику и многослойность петербургского быта, усилить ощущение театральности происходящего и продемонстрировать, как пространство формирует и отражает внутренние состояния и поведенческие модели различных социальных групп.

В повести Н. В. Гоголя «Шинель» описание интерьера служит явным доказательством бедственного положения главного персонажа – Акакия Акакиевича Башмачкина. Комната, в которой он живёт, показывает его социальную изолированность, внутреннюю сосредоточенность исключительно на служебных обязанностях. Прямого описания интерьера в повести нет, но мы можем сформировать его через действия героя и контраст с образом жизни других чиновников. «Приходя домой, он садился тот же час за стол, хлебал наскоро свои щи и ел кусок говядины с луком, вовсе не замечая их вкуса, ел все это с мухами и со всем тем, что ни посылал Бог на ту пору. Заметивши, что желудок начинал пучиться, вставал из-за стола, вынимал баночку с чернилами и переписывал бумаги, принесенные на дом…» [Гоголь, 1994; 5]. Акакий Акакиевич живёт в скромном жилище, в котором не чувствуется ни уют, ни индивидуальность. Такая мелкая деталь интерьера, как «баночка с чернилами» намекает на монотонную картину жизни героя и его полное слияние с кан-

целярским трудом. У Акакий Акакиевича нет стремления как-то изменить своё жилище, нет желания вступать в какие-либо социальные связи. Тем самым, в повести Н. В. Гоголя «Шинель» интерьерное пространство выступает не просто фоном, а значимым выразительным средством, раскрывающим минимализм, безвольность и обыденность существования Акакия Акакиевича. Быт и предметный мир служат здесь продолжением его внутреннего мира, в котором отсутствует место для личного, эстетического или чувственного начала.

В повести Н. В. Гоголя «Портрет» интерьер выступает ни просто как описательный элемент, но и выполняет важную символическую функцию, которая становится выразительным средством характеристики героя и его внутреннего состояния, а также частью гоголевского мира, в котором границы между реальностью и фантастическим постоянно размываются.

«С трудом и с отдышкой взобрался он по лестнице, облитой помоями и украшенной следами кошек и собак… Чартков вступил в свою переднюю, нестерпимо холодную, как всегда бывает у художников, чего, впрочем, они не замечают. …он вошел в свою студию, квадратную комнату, большую, но низенькую, с мерзнувшими окнами, уставленную всяким художеским хламом: кусками гипсовых рук, рамками, обтянутыми холстом, эскизами, начатыми и брошенными, драпировкой, развешанной по стульям. Он устал сильно, скинул шинель, поставил рассеянно принесенный портрет между двух небольших холстов и бросился на узкий диванчик, о котором нельзя было сказать, что он обтянут кожею, потому что ряд медных гвоздиков, когда-то прикреплявших ее, давно уже остался сам по себе, а кожа осталась тоже сверху сама по себе, так что Никита засовывал под нее черные чулки, рубашки и все немытое белье» [Гоголь, 1994; 111]. Здесь мы знакомимся с местом проживания Чарткова. Его жилище – это не убранная и холодная мастерская, в которой чувствуется заброшенность и бедность. Интерьер в данном контексте служит прямым отражением жизненного положения героя. В мастерской, где пишет свои произведения искусства Чартков, невозможно найти какого-либо признака уюта: окна мёрзнувшие, мебель старая, сломанная, диван развален, кожа на нём держится лишь благодаря гвоздикам, под неё Никита прячет грязное бельё. Это пространство раскрывает не столько внешний уклад, сколько внутренний кризис героя. Его бытие определяется лишениями, а художественная среда, в которой он существует, оказывается тесной и в прямом, и в метафорическом смысле.

А также интерьер в повести становится элементом психологической выразительности. Мастерская, описанная как беспорядочная, мрачная и холодная, постепенно подготавливает читателя к появлению сверхъестественного элемента – «живого» портрета. Н. В. Гоголь использует своеобразный приём смены освещения: контраст между «холодным синеватым сияньем месяца» и «тёплым светом зари» [Гоголь, 1994; 115]. подчеркивает переход от реального к ирреальному, от повседневности к мистике. В итоге, в интерьере как художественной детали

особое значение приобретает сам портрет старика, вставший в центр всей повести. Его появление в интерьере комнаты и постепенное «оживление» (от взгляда до телесного движения) – это не просто мистическая деталь. Это вторжение чуждого, потустороннего начала в бытовое пространство, и в то же время – символический выход страсти к богатству и обогащению из глубин сознания героя. Интерьер комнаты становится ареной борьбы между творчеством и искушением, духовным и материальным.

Таким образом, гоголевский интерьер в «Портрете» – это не только фон, но и выразительный элемент смысловой структуры текста. Он тесно связан с образом героя, с его внутренними переживаниями и трансформациями, а также с фантастическим началом, постепенно разрушающим его личность. В повести пространство и предметный мир становятся участниками действия, искажаются под влиянием психологического и мистического напряжения, становясь частью общего замысла Н. В. Гоголя о гибели таланта в условиях подмены истинных художественных ценностей мнимыми.

Проведённое исследование позволило выявить многоаспектное функционирование интерьера в «Петербургских повестях» Н. В. Гоголя. Интерьерная деталь в гоголевской прозе оказывается не просто средством художественного оформления, но активным компонентом повествовательной структуры, участвующим в формировании смыслового пространства текста. На основе структурно-семантического, мотивного анализа и интертекстуального подхода были получены следующие результаты:

Во-первых, с помощью структурно-семантического анализа было установлено, что интерьер выполняет важную роль в моделировании художественного пространства, подчинённого не логике объективной реальности, а внутренним законам авторской эстетики. Пространственные описания, зачастую предельно конкретные и бытовые, приобретают у Н.В.Гоголя метафорическую насыщенность и выражают ключевые характеристики мира персонажей. Так, описание улицы Невский проспект – не просто топографическая зарисовка, а целостный художественный образ, насыщенный семантикой обмана, иллюзии и театральности. Улица выступает как живое существо, меняющее облик в зависимости от времени суток и социального контекста, что делает её своеобразным «гибридным интерьером» – границей между частным и общественным, между внешним и внутренним.

Во-вторых, мотивный анализ позволил выявить устойчивые структурообразующие мотивы, связанные с интерьером: мотив отчуждения, фантастической метаморфозы, противопоставления реального и воображаемого, символики падения и искажения. Комната Пискарёва, вначале нейтральное и даже безопасное пространство, трансформируется в замкнутое пространство депрессии и утраты связи с действительностью. «С трудом и с отдышкой взобрался он по лестнице, облитой помоями и украшенной следами кошек и собак. На стук его в дверь не было никакого ответа: человека не было дома. Он прислонился к окну

и расположился ожидать терпеливо, пока не раздались наконец позади его шаги парня в синей рубахе, его приспешника, натурщика, краскотерщика и выметателя полов, пачкавшего их тут же своими сапогами. Парень назывался Никитою и проводил все время за воротами, когда барина не было дома. Никита долго силился попасть ключом в замочную дырку, вовсе не заметную по причине темноты. Наконец дверь была отперта. Чартков вступил в свою переднюю, нестерпимо холодную, как всегда бывает у художников, чего, впрочем, они не замечают. Не отдавая Никите шинели, он вошел вместе с нею в свою студию, квадратную комнату, большую, но низенькую, с мерзнувшими окнами, уставленную всяким художеским хламом: кусками гипсовых рук, рамками, обтянутыми холстом, эскизами, начатыми и брошенными, драпировкой, развешанной по стульям. Он устал сильно, скинул шинель, поставил рассеянно принесенный портрет между двух небольших холстов и бросился на узкий диванчик, о котором нельзя было сказать, что он обтянут кожею, потому что ряд медных гвоздиков, когда-то прикреплявших ее, давно уже остался сам по себе, а кожа осталась тоже сверху сама по себе, так что Никита засовывал под нее черные чулки, рубашки и все немытое белье. Посидев и разлегшись, сколько можно было разлечься на этом узеньком диване, он наконец спросил свечу…» [Гоголь, 2021; 105]. Тот же мотив внутренней деградации через пространство находит выражение в повести «Портрет», где запущенность мастерской Чарткова визуализирует его духовный и профессиональный кризис. Подобные повторяющиеся мотивы свидетельствуют о системности авторского подхода к интерьеру как выразительному элементу.

В-третьих, установлено, что интерьер в гоголевских повестях тесно сопряжён с психологическим состоянием персонажей. Среда обитания героев не только отражает, но и моделирует их внутреннее состояние. Интерьер становится неотъемлемой частью их мировосприятия и одновременно – проекцией их сознания. Так, квартира незнакомки из «Невского проспекта» со следами запущенности, беспорядка и моральной деградации визуализирует ложную привлекательность и духовную пустоту, скрывающуюся за внешним блеском. Пространство сна Пискарёва, напротив, наполнено светом, золотом, ароматами, что выражает идеализированное стремление к гармонии и красоте, контрастирующее с бедной и морально гнилой реальностью.

В-четвёртых, с опорой на интертекстуальный подход, показано, что гоголевский интерьер развивается в русле литературной традиции, но в то же время радикально её переосмысляет. В отличие от классического реалистического интерьера, ориентированного на воспроизведение объективной среды, у Н. В. Гоголя интерьер «внутренне анимирован» – он способен трансформироваться, вступать в диалог с персонажем, оказывать влияние на его сознание. Тем самым Н. В. Гоголь предвосхищает тип интерьера, характерный для прозы Ф. М. Достоевского, Андрея Белого, М.А.Булгакова, где пространство отражает экзистенциальную проблематику, внутрен-

ний конфликт героя и неустойчивость окружающего мира.

Особое внимание заслуживает выявленная в ходе анализа двойственность гоголевского интерьера: он одновременно конкретен и символичен, реален и фантастичен. Он организован по принципу зеркала: внешний облик предметов и помещений скрывает под собой иной, подспудный смысл, указывающий на деструкцию, искажение, духовное вырождение. Интерьер становится не просто местом действия, но активным участником нарративного процесса, способным преобразовываться и влиять на развитие сюжета, на ментальную и эмоциональную динамику персонажей.

Таким образом, результаты исследования подтверждают, что гоголевский интерьер – это особый художественный конструкт, сочетающий элементы социального, психологического и философского пространства. Его интерпретация требует комплексного подхода, объединяющего анализ символики, мотивов и культурного контекста, что и было реализовано в данной работе. Интерьер в «Петербургских повестях» оказывается неотъемлемой частью гоголевской модели мира, где реальность и фантастика, внешнее и внутреннее, вещественное и метафизическое неразрывно переплетены.

ОБСУЖДЕНИЕ

Полученные в ходе анализа результаты позволяют включить исследование интерьера в «Петербургских повестях» Н. В. Гоголя в более широкий контекст литературоведческих дискуссий о природе художественного пространства. Несмотря на то, что вопрос интерьера традиционно рассматривался преимущественно с точки зрения реалистической традиции как отражение социального положения героя, в гоголевской прозе он приобретает иную, более сложную и многослойную функцию. В интерьере переплетаются бытовое, символическое, психологическое и метафизическое начала, что позволяет говорить о его тектонической роли в структуре текста. Сравнительный анализ гоголевского интерьера с пространственной организацией в произведениях других русских писателей XIX века показывает, что Н. В. Гоголь в этом отношении выступает как предтеча модернистского переосмысления пространства. Его интерьеры «живут», взаимодействуют с героями, воздействуют на их сознание, становятся участниками сюжета. Это сближает гоголевскую прозу с эстетикой символизма и экспрессионизма, где предметный мир наделяется психологической и философской глубиной.

Наиболее подробно и теоретически полно раскрыто понятие «вещного мира» в работах В. Н. Топорова «Пространство и текст» [Топоров, 1983; 381-435], М. Л. Гаспарова «О структуре «Шинели»» [Гаспаров, 1997; 114-121], Ю. М. Лотмана «О типах пространств в русской литературе» [Лотман, 1972; 272-290].

В своей работе В. Н. Топоров исследует взаимодействие текста и пространства в литературных произведениях, включая творчество Н.В.Гоголя. В. Н. Топоров обращает внимание тому, как предметы создают пространство, которое не ограничивается только физическим, но включает в себя философские, символические и мифологические аспекты. По мнению

В.Н.Топорова, вещный мир в произведениях Н. В. Гоголя становится средой, в которой герои сталкиваются с неведомыми силами, и вещь может символизировать как устойчивость, так и разрушение. По мнению В.Н.Топорова, вещный мир в творчестве Н. В. Гоголя становится средой, которой персонажи сталкиваются с неведомыми силами, и вещь символизирует как устойчивость, так и разрушение. В. Н. Топоров анализируя творчество Н. В. Гоголя приходит к такому выводу, что интерьер в текстах помогает для создания двойственной реальности- где вещи могут быть как материальными, так и символическими.

Михаил Леонович Гаспаров в своём исследовании под названием «О структуре «Шиели»» обращает особое внимание предметному миру в творчестве Н. В. Гоголя. Анализирую структуру самой повести, М. Л.Гаспаров приходит к выводу, что вещь становится не просто элементом декора, но и символом судьбы героя. М. Л. Гаспаров утверждает, что Н. В. Гоголь использует вещь, а в частности «шинель», чтобы показать трагедию главного героя. М. Л. Гаспаров объясняет, что на материальном уровне шинель становится источником изменений, а на символическом – ключом к пониманию социальной и личной изоляции Акакия Акакиевича. М.Л.Гаспаров исследует, как Н. В. Гоголь через вещный мир затрагивает вопросы, касающиеся жизни и смерти, человеческого достоинства и унижения.

Отдельного внимания заслуживает вопрос о роли интерьера в моделировании границы между реальным и фантастическим. Интерьер в гоголевских повестях часто становится медиатором между этими двумя мирами: он может быть обыденным на первый взгляд, но скрывать за собой иное измерение — пугающее, иррациональное, потустороннее. Таким образом, интерьеры у Н. В. Гоголя не только создают атмосферу тревоги и отчуждения, но и служат ключом к пониманию авторского мирочувствования, в котором повседневное пронизано метафизическим.

ВЫВОДЫ

Проведённое научное исследование позволяет сделать следующие выводы:

1. В «Петербургских повестях» Н. В. Гоголя интерьер выполняет несколько функций: описательную, символическую и психологическую. Кроме того, интерьер превращается в активный художественный элемент, способный отражать, моделировать и трансформировать внутреннее состояние персонажей.

2. Описание пространства у Н. В. Гоголя, в отличие от других авторов, отличается тем, что интерьер в его произведениях богат символическими значениями, связанными с ключевыми мотивами его прозы — отчуждением, метаморфозой, социальной неустроенностью и фантастикой.

3. Отличительной чертой гоголевской прозы является то, что с помощью интерьера Н. В. Гоголь создаёт уникальный художественный мир, в котором размыты границы между внешним и внутренним.

4. Интерьер служит посредником между реальностью и фантастическим, между социальным и метафизическим.

5. В отличие от реалистической тра-

диции, Н. В. Гоголь использует интерьер как инструмент философской и психологической экспрессии, предвосхищая эстетические стратегии модернизма и влияя на развитие русской литературы в последующие эпохи.

Таким образом, интерьер в гоголевской прозе следует рассматривать как сложную смысловую конструкцию, в которой предметный мир становится отражением духовной, социальной и философской проблематики произведений. Исследование этого аспекта углубляет понимание гоголевского метода и открывает новые перспективы интерпретации его творчества в контексте литературной традиции.

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БУЛГАКОВСКИЕ ТРАДИЦИИ В ПРОИЗВЕДЕНИЯХ ВИКТОРА ПЕЛЕВИНА

Аннотация. Цель настоящего исследования заключается в выявлении и анализе булгаковских традиций в творчестве Виктора Пелевина, одного из ведущих представителей постмодернизма в русской литературе. Задачей исследования является проведение сравнительного анализа ключевых произведений Михаила Булгакова и Виктора Пелевина для выявления общих тематических доминант, мотивных структур, характерных художественных приемов и философских идей. Исследование основывается на сравнительном анализе произведений М.А. Булгакова и В.О. Пелевина, что позволило определить общие тематические доминанты (взаимоотношения интеллигенции и власти, сатирическое изображение действительности, мистика и фантастика), мотивные структуры, характерные художественные приемы (сатира, гротеск, мистика) и философские идеи (проблемы морали и бытия, свободы и предопределения). Методы исследования включают в себя сравнительно-типологический анализ, герменевтический подход, элементы литературоведческой реконструкции. Особое внимание уделено трансформации булгаковских традиций в постмодернистском контексте, включая влияние восточной философии и осмысление виртуальной реальности. Основные выводы исследования демонстрируют преемственность и новаторство В. Пелевина по отношению к булгаковской традиции, проявляющиеся в адаптации классических тем и приемов к реалиям современной культуры и постмодернистской эстетике.

Ключевые слова: постмодернизм, литературная традиция, преемственность, сатира, гротеск, мистика, философская проблематика, виртуальная реальность.

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BULGAKOV‘S TRADITIONS IN THE WORKS OF VICTOR PELEVIN

Annotatsiya. Ushbu tadqiqotning maqsadi Viktor Pelevin ijodida, rus

adabiyotidagi postmodernizmning yetakchi vakillaridan biri sifatida, Bulgakov an‘analarini aniqlash va tahlil qilishdan iborat. Tadqiqotning vazifasi Mixail Bulgakov va Viktor Pelevinning asosiy asarlarini qiyosiy tahlil qilish orqali umumiy tematik yo‘nalishlar, motiv tuzilmalari, xos badiiy usullar va falsafiy g‘oyalarni aniqlashdir. Tadqiqot M.A. Bulgakov va V.O. Pelevin asarlarining qiyosiy tahliliga asoslanib, umumiy tematik yo‘nalishlarni (intelligentsiya va hokimiyat o‘zaro munosabatlari, haqiqatni satirik tasvirlash, mistika va fantastika), motiv tuzilmalari, xos badiiy uslublar (satira, grotesk, mistika) va falsafiy g‘oyalarni (axloq va borliq muammolari, erkinlik va taqdir masalalari) aniqlash imkonini berdi. Tadqiqot usullari qiyosiy-tipologik tahlil, germenevtik yondashuv va adabiyotshunoslik rekonstruksiyasi elementlarini o‘z ichiga oladi. Bulgakov an‘analarining postmodernistik kontekstda o‘zgarishi, jumladan, sharq falsafasi ta‘siri va virtual haqiqatni anglash masalalariga alohida e‘tibor qaratildi. Tadqiqotning asosiy xulosalari V. Pelevinning Bulgakov an‘anasiga nisbatan vorislik va yangilik kiritganligini ko‘rsatadi, bu klassik tema va uslublarni zamonaviy madaniyat va postmodernistik estetika haqiqatlariga moslashtirishda namoyon bo‘ladi.

Kalit so‘zlar: postmodernizm, adabiy an‘ana, vorislik, satira, grotesk, mistika, falsafiy muammolar, virtual haqiqat.

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VIKTOR PELEVIN ASARLARIDA BULGAKOV AN‘ANALARI

Abstract. This study aims to identify and analyze Bulgakovian traditions in the works of Viktor Pelevin, one of the leading representatives of postmodernism in Russian literature. The objective of the study is to conduct a comparative analysis of key works by Mikhail Bulgakov and Viktor Pelevin to identify common thematic dominants, motif structures, characteristic artistic techniques, and philosophical ideas. The study is based on a comparative analysis of the works of M.A. Bulgakov and V.O. Pelevin, which allowed for the identification of common thematic dominants (the relationship between the intelligentsia and power, satirical depiction of reality, mysticism, and fantasy), motif structures, characteristic artistic techniques (satire, grotesque, mysticism), and philosophical ideas (issues of morality and existence, freedom and predestination). The research methods include comparative-typological analysis, a hermeneutic approach, and elements of literary reconstruction. Particular attention is paid to the transformation of Bulgakovian traditions in a postmodern context, including the influence of Eastern philosophy and the conceptualization of virtual reality. The main findings of the study demonstrate Pelevin‘s continuity and innovation about the Bulgakovian tradition, manifested in the adaptation of classical themes and techniques to the realities of contemporary culture and postmodern

aesthetics.

Key words: postmodernism, literary tradition, continuity, satire, grotesque, mysticism, philosophical issues, virtual reality.

ВВЕДЕНИЕ

В контексте богатой и многогранной истории русской литературы XX века имена Михаила Булгакова и Виктора Пелевина занимают особое место, символизируя различные этапы ее развития и отражая специфику своих эпох. М. Булгаков, творивший в сложный период становления и утверждения советской власти, сумел создать произведения, которые, несмотря на цензурные ограничения, сочетали в себе острую социальную сатиру, элементы фантастики и глубокие философские размышления о природе человека и общества. Его романы и повести, такие как «Мастер и Маргарита», «Собачье сердце» и «Белая гвардия», не только стали яркими литературными явлениями своего времени, но и оказали значительное влияние на последующее развитие русской прозы. Виктор Пелевин, вошедший в литературный процесс на сломе эпох, в период постсоветских трансформаций, быстро завоевал признание как один из самых оригинальных и самобытных писателей-постмодернистов в России. Его творчество характеризуется эклектичным смешением жанров, глубоким философским подтекстом, ироничным и зачастую саркастическим взглядом на современное общество, а также активным использованием буддийских философских концепций и элементов виртуальной реальности.

Актуальность темы предпринятого исследования обусловлена необходимостью более глубокого осмысления процессов преемственности и новаторства в русской литературе, а также выявления диалогических связей между поколениями писателей, обращающихся к сходным экзистенциальным и социальным вопросам в различные исторические периоды.

В современном литературоведении существует значительное количество работ, посвященных исследованию взаимосвязи между творчеством Михаила Булгакова и Виктора Пелевина. Многие критики и исследователи отмечают очевидное влияние Булгакова на поэтику В.Пелевина

Роман Пелевина «Чапаев и Пустота» нередко рассматривается как произведение, в котором наиболее отчетливо прослеживается продолжение булгаковских литературных традиций, а влияние романа «Мастер и Маргарита» на творчество В.Пелевина является одной из наиболее часто обсуждаемых тем в критической литературе.

В целом, в литературоведении сложился определенный консенсус относительно влияния М.Булгакова на В.Пелевина, однако интерпретации характера и степени этого влияния могут существенно различаться. Некоторые критики видят в В.Пелевине прежде всего продолжателя булгаковских сатирических и мистических традиций, адаптирующего их к современным реалиям, в то время как другие акцентируют внимание на глубокой трансформации этих традиций в специфическом

контексте постмодернистского мировоззрения и художественной практики. Несмотря на наличие значительного количества исследований по темам схожим с данной нами как у Склярова Т. В. «Булгаковский код в романе В. Пелевина “Чапаев и Пустота”», Болховитинова В. «Сравнительный анализ Булгакова “Мастер и Маргарита” и Пелевина “Чапаев и Пустота”», Ковалева А. С. «Книжно-культурные трансформации в романе В. Пелевина “Священная книга оборотня”», Шерчалова Е. В. «Художественный мир позднего В. О. Пелевина», Пигарева В. Э. «Специфика и авторский стиль Виктора Пелевина в романе “Омон Ра”», Липовецкий М. Н. «Русская литература постмодерна», Эпштейн М. Н. «Постмодерн в русской литературе», Богданова О. А. «Постмодернизм и классика: Булгаков и Пелевин», Кротова И. А. «Феномен мистического реализма в русской литературе: от Булгакова к Пелевину», Симонян Г. А. «Мифологема Мастера и Пелевинский текст» остаются дискуссионные вопросы, касающиеся, например, специфики трансформации отдельных булгаковских мотивов и художественных приемов в конкретных произведениях Пелевина, а также более детального анализа влияния современной культуры и технологий на этот процесс.

Научная проблемой исследования является глубокое и систематизированное изучение булгаковских традиций в творчестве Виктора Пелевина в контексте постмодернистской литературы, выходя за рамки констатации влияния и анализируя специфику трансформации классических элементов в новом художественном пространстве.

Цель нашего исследования заключается в выявлении и анализе булгаковских традиций, обнаруживаемых в произведениях Виктора Пелевина.

Задачи исследования:

- провести сравнительный анализ ключевых произведений Михаила Булгакова и Виктора Пелевина для выявления общих тематических доминант, мотивных структур, характерных художественных приемов и философских идей;

- исследовать специфику трансформации булгаковских традиций в творчестве Виктора Пелевина в контексте постмодернистской литературы и современной культуры;

- определить влияние восточной философии и осмысления виртуальной реальности на интерпретацию булгаковских элементов в произведениях В.Пелевина;

- обобщить значение булгаковских традиций для более полного понимания художественного мира Виктора Пелевина и его места в русской литературной традиции.

Объектом исследования выступает творчество Михаила Булгакова и Виктора Пелевина.

Предмет исследования: булгаковские традиции (тематика, мотивы, художественные приемы, философские идеи) в произведениях Виктора Пелевина и их трансформация в постмодернистском контексте.

МЕТОДЫ ИССЛЕДОВАНИЯ

В качестве основных методов исследования были использованы:

– *сравнительно-типологический анализ* для выявления общих черт и различий в тематике, мотивной структуре, художественных приемах и фи-

лософской проблематике произведений М.А. Булгакова и В.О. Пелевина.

– *герменевтический подход* для интерпретации художественных текстов в контексте литературной традиции, социокультурной среды и философских воззрений авторов.

В этом контексте особенно ценной представляется позиция М. Эпштейна, подчеркивающего «множественность смыслов и интерпретационных горизонтов» в постсоветской литературе, где каждый текст – «пространство смыслового развертывания, а не фиксированной идеи» [Эпштейн, 2000; 85].

– *элементы литературоведческой реконструкции* для выявления возможных источников влияния и диалогических связей между произведениями М.Булгакова и В.Пелевина, а также для анализа критической литературы по теме исследования.

Материалом исследования были выбраны основные романы и повести Михаила Булгакова: «Мастер и Маргарита», «Собачье сердце», «Белая гвардия», «Роковые яйца», «Дьяволиада». А также романы Виктора Пелевина, демонстрирующие влияние булгаковской традиции: «Чапаев и Пустота», «Generation «П»», «Священная книга оборотня», «Омон Ра», «Empire V».

Анализ проводился на основе следующих критериев:

• Сходство и различие в тематике произведений (например, тема интеллигенции и власти, сатирическое изображение общества).

• Сопоставление мотивных структур (например, мотивы абсурда, мистики, двойничества).

• Сравнение художественных приемов (например, использование сатиры, гротеска, фантастики, языковой игры).

• Анализ философской проблематики (например, вопросы морали, бытия, свободы воли).

• Исследование трансформации булгаковских элементов в постмодернистском контексте (влияние виртуальной реальности, восточной философии).

РЕЗУЛЬТАТЫ

В произведениях М.А. Булгакова устойчиво присутствует проблематика противостояния личности и тоталитарной системы. Так, в «Мастере и Маргарите» тема взаимоотношений художника и власти приобретает философскую глубину, осмысляясь через религиозно-этическую парадигму. Аналогичные мотивы обнаруживаются в творчестве В.О. Пелевина, где, однако, художественное осмысление власти и социума опирается на постмодернистские стратегии деконструкции. В частности, в романе «Generation “П”» власть репрезентируется как медиасимулякр, как структура, лишённая субстанции, управляемая языковыми и визуальными кодами. Отсюда, можно говорить о сохранении тематической доминанты у обоих писателей – критики социокультурной действительности – при значительном смещении акцентов: если у М. Булгакова осмысление действительности происходит в координатах гуманистической этики и религиозной философии, то у В.Пелевина – через призму постструктуралистского скепсиса и семиотической игры.

Оба автора активно используют мотив абсурда и мистификации как средства художественного воздействия и философской рефлексии. У

М.Булгакова абсурд (особенно в таких произведениях, как «Дьяволиада» и «Роковые яйца») становится метафорой разрушения логики и порядка в условиях идеологического террора. Мистические и фантастические элементы, в частности в «Мастере и Маргарите», функционируют как способ выявления трансцендентных измерений бытия.

У В.Пелевина эти мотивы получают иное наполнение: они тесно связаны с постмодернистским отказом от универсальной истины и с обращением к буддистской и даосской философии. Так, в романе «Чапаев и Пустота» абсурд и мистика выступают как элементы онтологического сомнения, а мотив двойничества развивается до уровня философской метафоры распада субъекта.

Сатирическое начало – один из ключевых элементов поэтики М.Булгакова. Его сатира направлена на разоблачение бюрократического маразма, обесчеловечивания индивида в условиях тоталитаризма. Гротеск, фантастика и стилистическая игра служат инструментами демаскировки идеологических иллюзий.

В.Пелевин наследует эти приёмы, но радикализирует их. В его текстах сатира трансформируется в медиасатиру, а гротеск обретает черты гиперреалистической и психоделической эстетики. Особое значение приобретает языковая игра, реализуемая через пародию на рекламные и информационные дискурсы («Empire V», «Generation “П”»), что отражает изменившиеся условия культурного производства.

Булгаковское осмысление онтологических и этических категорий опирается на христианскую картину мира. Проблема зла, свободы воли и человеческой ответственности занимает центральное место в его произведениях «Булгаков сам становился героем своего романа, делая метафизику частью художественной ткани – как впоследствии и В.Пелевин» [Болховитинова, 2019; 14].

Проблематика произведений В.Пелевина рассматривается через призму восточной философии, в частности буддизма. Категории «я», «реальность», «свобода» подвергаются радикальному сомнению, что отражает кризис идентичности в условиях постмодерна. Так, персонажи В.Пелевина – не столько индивидуумы, сколько функции, играющие в системах знаков. Их свобода – это, скорее, освобождение от иллюзий чем реализация внутренней воли, как у М.Булгакова.

Одним из важнейших аспектов трансформации булгаковских традиций в творчестве В.Пелевина является осмысление новой цифровой реальности. Виртуальность становится у него не просто пространством действия, но и метафизической категорией, выражающей размытость границ между реальным и воображаемым. Если у М.Булгакова потустороннее имеет трансцендентную природу (нечто «выше»), то у В.Пелевина оно представляет собой имманентное расширение симулятивного мира. Например, в произведении «Мастер и Маргарита» потусторонний мир представлен как трансцендентная реальность, существующая параллельно с земной. В 29 главе Воланд обращается к Левию: «Ты произнес свои слова так, как будто ты не признаешь теней, а также и зла. Не будешь ли ты так добр поду-

мать над вопросом: что бы делало твое добро, если бы не существовало зла, и как бы выглядела земля, если бы с нее исчезли тени?

Ведь тени получаются от предметов и людей. Вот тень от моей шпаги. Но бывают тени от деревьев и от живых существ. Не хочешь ли ты ободрать весь земной шар, снеся с него прочь все деревья и все живое из-за твоей фантазии наслаждаться.

Голым светом? Ты глуп» [Булгаков, 2019; 127].

Мы видим, что автор подчеркивает необходимость зла, изображая силы, называемые «потусторонними».

В Главе «Полёт» М.Булгаков изображает мистический переход Маргариты в потустороннее пространство. Полёт символизирует внутреннее освобождение и одновременное восхождение в сферу за пределами человеческого мира «Невидима и свободна! Невидима и свободна!» [Булгаков, 2020; 422]. Булгаковский потусторонний мир – это не только внешнее измерение (как двор Воланда или бал у Сатаны), но и экзистенциальная трансформация, в которой героиня освобождается от материального и социального. В противоположность этому, у В.Пелевина (например, в сценах растворения Петра Пустоты в собственном сознании) подобное «освобождение» – это не контакт с иным, а деконструкция собственного «я», погружение в имманентную пустоту, где не существует ни тела, ни духа, ни высшего смысла – только иллюзия, осознанная как иллюзия.

В. Пелевин переосмысливает булгаковскую трансцендентности – никакого «другого мира» в религиозном или мистическом смысле нет. Вместо этого – осознанная пустота сознания, имманентная по своей сути. Потустороннее не находится где-то «там», оно внутри, в сознании, и его финальная форма – это растворение «я» в ничто. «А когда я замечал полное отсутствие мыслей в своей голове, это само по себе уже было мыслью о том, что мыслей нет. Выходило, что подлинное отсутствие мыслей невозможно, потому что никак не может быть зафиксировано. Или можно было сказать, что оно равнозначно небытию» [Пелевин, 2022;136].

В.Пелевин продолжает традицию критического осмысления действительности, заложенную М. Булгаковым, но переносит ее в новую социокультурную среду. Художественные приемы М. Булгакова получают развитие и трансформацию в постмодернистской поэтике В. Пелевина. Философская проблематика произведений В. Пелевина обогащается за счет обращения к восточной философии и осмысления феномена виртуальной реальности. Творчество М. Булгакова служит для В. Пелевина отправной точкой для создания собственного уникального художественного мира.

В результате проведенного исследования были выявлены следующие ключевые наблюдения и интерпретации:

1. Преемственность тематических доминант. В творчестве В. Пелевина отчетливо прослеживается интерес к темам, которые занимали важное место в произведениях М. Булгакова, таким как взаимоотношения художника и власти, критика социальных пороков, исследование духовных исканий личности в переломные эпохи. Однако

В.Пелевин переосмысливает эти темы в контексте постсоветской реальности и постмодернистского мировоззрения.

2. Трансформация мотивных структур. Булгаковские мотивы (например, мотив абсурда, мистики, сновидений) находят своеобразное развитие в произведениях В.Пелевина. Они часто усложняются, приобретают новые смысловые оттенки, связанные с виртуальной реальностью, буддийской философией и особенностями постмодернистской эстетики.

3. Развитие художественных приемов. В.Пелевин наследует от М.Булгакова мастерское владение сатирой и гротеском, однако его сатирическая направленность смещается с критики советской действительности на анализ постсоветского общества потребления, массмедиа и виртуальной культуры. Гротеск в произведениях Пелевина часто приобретает более гиперреалистический и психоделический характер. Мистические элементы у обоих авторов служат для углубления философского подтекста, но Пелевин активно использует восточную мифологию и современные мифы.

4. Переосмысление философских идей. Если М.Булгаков размышлял о вечных вопросах в контексте христианской традиции и гуманистических идеалов, то В.Пелевин исследует их через призму восточной философии, постмодернистского скептицизма и проблематики симуляции.

5. Влияние виртуальной реальности и восточной философии. В творчестве В.Пелевина булгаковские традиции подвергаются существенной трансформации под влиянием новых социокультурных факторов, таких как развитие информационных технологий и распространение восточных философских учений. Виртуальная реальность становится не просто фоном, а важной метафорой и философской категорией, переосмысляющей многие булгаковские мотивы и темы.

ОБСУЖДЕНИЕ

Полученные результаты соотносятся с данными других исследователей, которые также отмечают влияние Михаила Булгакова на творчество Виктора Пелевина. Вопрос изучения булгаковских традиций в творчестве Виктора Пелевина, а также перекличек между модернистской и постмодернистской эстетикой, привлекал внимание целого ряда исследователей, представляющих разные научные школы и подходы.

Значимый вклад в осмысление постмодернистской парадигмы, в рамках которой функционирует пелевинский текст, внесли М. Эпштейн, М.Липовецкий и Н. Корнуэлл. Их труды помогают интерпретировать связи между булгаковским сатирическим мышлением и ироничным, многослойным письмом Пелевина, в особенности через призму образа трикстера, деконструкции жанра и культурной идентичности «Трикстер, как фигура и Булгакова, и Пелевина, разрушает логические связи и выстраивает новые формы нарратива – хаотичные, но продуктивные» [Липовецкий, 2011; 11]. Исследования В. Пановой, Л. Милн и К. Проффера, посвящённые поэтике и философии М. Булгакова, служат прочным фундаментом для сопоставительного анализа его влияния на постсоветскую литературу в лице таких авторов, как В. Пелевин. Наиболее значимые исследования в этом контексте принадлежат Ольге

Богдановой, Татьяне Виноградовой и Дарье Кротовой, каждая из которых освещает различные аспекты преемственности и трансформации булгаковских мотивов в постмодернистском дискурсе Пелевина.

Так, в статье Ольги Богдановой «“Мастер и Маргарита” М. Булгакова как претекст романа В. Пелевина “Чапаев и Пустота”» прослеживается прямая интертекстуальная связь между двумя произведениями. Богданова указывает на типологическое сходство между образом Воланда и образом Чапаева, которые оба выступают как фигуры, выходящие за пределы рационального и реального – своеобразные медиаторы между мирами. Она отмечает: «Фигура Чапаева у В.Пелевина – это постсоветский Воланд, проводник в иррациональное, однако не через мистику, а через внутреннее озарение, стилизованное под дзен» [Богданова, 2015; 144].

Исследователь акцентирует внимание на интертекстуальных параллелях и показывает, как В. Пелевин стилизует булгаковские мотивы, создавая новые философские смыслы. Однако, в отличие от её подхода, наше исследование выходит за рамки сюжетных и образных перекличек, обращаясь к философской трансформации этих образов в постмодернистской парадигме.

В статье Татьяны Виноградовой «Виктор Пелевин между метафорой и аллегорией» акцентируется внимание на сатирической функции образов в произведениях В.Пелевина, что сближает его с М.Булгаковым. Виноградова отмечает: «Если у Булгакова ирония направлена на вскрытие социальных язв, то у Пелевина она становится философской формой мышления, способом демонтажа самой реальности, в которой отсутствует истина как таковая» [Виноградова, 2016; 90]. Она интерпретирует гротеск и иронию как важнейшие инструменты, через которые Пелевин выражает философскую концепцию симулякра. В отличие от Булгакова, для которого мистицизм служит способом осмысления зла и свободы, у В.Пелевина эти элементы становятся средствами размышления о природе бытия и сознания в условиях виртуализированной реальности. Мы конкретизируем эти различия, анализируя, как булгаковская мистика преобразуется у В.Пелевина в критику виртуальности и размывания границ между субъектом и объектом в цифровую эпоху.

Дарья Кротова в своей работе о традициях модернизма в творчестве В. Пелевина анализирует преемственность не только с М.Булгаковым, но и с Андреем Платоновым. Кротова пишет: «Пелевин демонстрирует не заимствование, а трансформацию традиции, где платоновская тоска по утопии соединяется с булгаковским релятивизмом морали и превращается в постмодернистскую игру знаков» [Кротова, 2018; 56]. По мнению ученого «пелевинский текст опирается на модернистские традиции М.Булгакова, в частности на интертекстуальность и авторскую иронию как форму метафизического высказывания» [Кротова, 2018; 60]. Она рассматривает данную преемственность преимущественно с точки зрения стилистических и философских аналогий. В отличие от неё, наше исследование раскрывает механизмы художественного перевода этих тради-

ций в постмодернистскую парадигму – как классическая проблематика власти, свободы, добра и зла трансформируется в философию децентрации субъекта и культурной симуляции.

Интересно отметить, что наряду с М.Булгаковым В.Пелевин активно вступает в диалог с более широкой философской и литературной традицией, вплетая в своё повествование идеи дзен-буддизма, психоанализа, а также постструктуралистской критики. Это расширяет горизонты исследования и позволяет рассматривать булгаковские мотивы не только как отдельные интертекстуальные маркеры, но и как элементы более обширной системы культурных кодов, которые В.Пелевин переосмысляет и актуализирует в контексте постсоветской ментальности.

М. Липовецкий подчёркивает, что «Пелевин стремится к десакрализации всех великих нарративов – религии, истории, идеологии – через метафору игры и симулякра» [Липовецкий, 2011; 5]. Этот подход позволяет по-новому интерпретировать булгаковскую метафизику: не как попытку утвердить высшие ценности, а как приглашение к их деконструкции в изменчивой культурной реальности.

Таким образом, анализ булгаковских традиций в творчестве В.Пелевина позволяет выявить не столько заимствование, сколько сложную систему трансформации и критического переосмысления, демонстрирующую живучесть и адаптивность модернистских интенций в новых культурно-исторических условиях. В отличие от работ, концентрирующихся на тематических сходствах (сатира, мистика, религиозная символика), мы выявляем конкретные механизмы художественного переосмысления: от интертекстуальных стратегий до философской трансформации булгаковских мотивов через призму восточной метафизики и виртуальной реальности.

Наши выводы подтверждают мнение о том, что Виктор Пелевин – не просто последователь или эпигон М.Булгакова, а самобытный автор, который вступает в активный диалог с традицией, переопределяя её в условиях новой культурной реальности. Его тексты демонстрируют не просто преемственность, а эволюцию литературной традиции, адаптированной к вызовам XXI века: цифровизация, кризис идентичности, смена онтологических ориентиров.

Значимость данного исследования заключается в его способности пролить свет на механизмы литературной трансформации в переходные эпохи. Это позволяет глубже осмыслить не только творчество В.Пелевина, но и раскрыть новые аспекты в восприятии М.Булгакова, увидев в нём не только автора «эпохи Сталина», но и фигуру, продолжающую влиять на литературный дискурс в постсоветское время, пересекаясь с ключевыми вопросами современной философии и культуры.

ЗАКЛЮЧЕНИЕ

Проведённый анализ булгаковских традиций в творчестве Виктора Пелевина позволяет не только выявить устойчивую преемственность между двумя авторами, но и осмыслить глубинные механизмы трансформации литературной традиции в контексте культурных и философских изменений постсоветской эпохи.

Виктор Пелевин предстает как про-

должатель и одновременно новатор булгаковской художественной парадигмы: он наследует философскую проблематику, мотивные структуры, эстетику гротеска и иронии, но при этом радикально переосмысливает эти элементы в духе постмодернизма. Если у Михаила Булгакова мистицизм, дьяволизм, тема свободы и выбора служат способами размышления о добре и зле в контексте тоталитарной реальности, то у Пелевина эти же мотивы функционируют как инструменты деконструкции истины, симуляции и виртуализации сознания.

Булгаковские образы и идеи в текстах В.Пелевина обретают новые формы и значения: Воланд превращается в Чапаева – медиатора между иллюзией и пробуждением; Мастер трансформируется в Петра Пустоту – носителя пустоты как просветлённого знания. Интертекстуальность, игра с жанром, метафизические разрывы и философская ирония – всё это становится частью стратегии художественного высказывания, в которой узнаётся не столько прямая преемственность, сколько интеллектуальный диалог эпох и мировоззрений.

Таким образом, М.Булгаков не только становится художественным и философским ориентиром для В.Пелевина, но и выступает как фигура, продолжающая влиять на литературное мышление XXI века. Через В.Пелевина его идеи обретают новую жизнь – уже не как реакция на тоталитаризм, а как ответ на вызовы цифровизации, информационного общества, кризиса идентичности и онтологической неопределённости современности.

Данное исследование вносит вклад в изучение литературной диалогичности и преемственности, раскрывая, как классическая русская литература трансформируется и актуализируется в новых культурных и философских координатах. Оно демонстрирует, что осмысление булгаковского наследия не исчерпано, а его потенциал продолжает раскрываться в творчестве авторов, мыслящих вне границ жанров, эпох и формальных канонов.

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CULTURAL DIFFERENCES IN THE USE OF NEGATIONA

Annotation. This article delves into the role of negation in different languages and cultures, examining how negative expressions shape communication styles, politeness strategies, and broader social norms. It highlights the ways in which various societies employ negation differently, from direct and explicit refusals to more nuanced, indirect expressions that convey politeness or mitigate confrontation. The study also explores how linguistic structures influence the use of negation, with some languages allowing double negatives for emphasis, while others rely on subtle cues to indicate disagreement or rejection. Cultural diversity presents both advantages and challenges. Misunderstandings and conflicts often arise due to differences in cultural values, beliefs, and communication styles. This study addresses these challenges by identifying key cultural influences and proposing strategies for effective intercultural communication. Drawing from linguistic, psychological, and anthropological perspectives, the article provides insights into how cultural values shape negative expressions and their interpretations. A deeper understanding of these variations is essential for effective cross-cultural communication, as it helps prevent misunderstandings and fosters mutual respect. By recognizing the diverse ways negation functions across societies, individuals can navigate global interactions more successfully and build stronger interpersonal connections.

Key words: contradiction, politeness, clarity, cultural difference, negation, miscommunication.

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INKORDAN FOYDALANISHDAGI MADANIY FARQLAR

Annotatsiya. Ushbu maqola turli tillar va madaniyatlarda inkorning rolini o‘rganadi, salbiy iboralar muloqot uslublari, xushmuomalalik strategiyalari va kengroq ijtimoiy normalarni qanday shakllantirishini o‘rganadi. Unda turli jamiyatlar rad etishdan qanday qilib turli yo‘llar bilan foydalanishi haqida hikoya qilinadi:

to‘g‘ridan-to‘g‘ri va aniq rad etishdan tortib, xushmuomalalikni bildiruvchi yoki qarama-qarshilikni yengillashtiradigan nozik, bilvosita iboralargacha. Tadqiqot, shuningdek, til tuzilmalari inkordan foydalanishga qanday ta‘sir qilishini o‘rganadi: ba‘zi tillar ta‘kidlash, urg‘u berish uchun ikki marta rad etishga imkon beradi, boshqalari esa kelishmovchilik yoki rad etishni ko‘rsatadigan nozik maslahatlarga tayanadi. Madaniy xilma-xillik ham foyda, ham qiyinchiliklarni anglatadi. Tushunmovchilik va nizolar ko‘pincha madaniy qadriyatlar, e‘tiqodlar va aloqa uslublaridagi farqlardan kelib chiqadi. Ushbu tadqiqot asosiy madaniy ta‘sirlarni aniqlash va samarali madaniyatlararo aloqa strategiyasini taklif qilish orqali ushbu muammolarni hal qilishga qaratilgan. Lingvistik, psixologik va antropologik nuqtai nazardan kelib chiqqan holda, maqola madaniy qadriyatlar salbiy iboralar va ularning talqinlarini qanday shakllantirishi haqida tushuncha beradi. Ushbu o‘zgarishlarni chuqurroq tushunish samarali madaniyatlararo aloqa uchun muhimdir, chunki bu tushunmovchiliklarning oldini olishga yordam beradi va o‘zaro hurmatga hissa qo‘shadi. Turli jamiyatlarda inkorning ishlash usullarining xilma-xilligini anglagan holda, shaxslar global o‘zaro ta‘sirlarni yanada muvaffaqiyatli boshqarishi va kuchli shaxslararo aloqalarni o‘rnatishi mumkin.

Kalit so‘zlar: qarama-qarshilik, xushmuomalalik, ravshanlik, madaniy farq, inkor, muloqotdagi tushunmovchilik.

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КУЛЬТУРНЫЕ РАЗЛИЧИЯ В ИСПОЛЬЗОВАНИИ ОТРИЦАНИЯ

Аннотация. В этой статье рассматривается роль отрицания в разных языках и культурах, исследуется, как негативные выражения формируют стили общения, стратегии вежливости и более широкие социальные нормы. В нем рассказывается о том, как различные общества по-разному используют отрицание: от прямых и недвусмысленных отказов до более тонких, косвенных выражений, которые передают вежливость или смягчают конфронтацию. В исследовании также исследуется, как языковые структуры влияют на использование отрицания: некоторые языки допускают двойное отрицание для подчеркивания, в то время как другие полагаются на тонкие намеки, указывающие на несогласие или неприятие. Культурное разнообразие представляет как преимущества, так и трудности. Непонимание и конфликты часто возникают из-за различий в культурных ценностях, убеждениях и стилях общения. Данное исследование направлено на решение этих проблем путем выявления ключевых культурных влияний и предложения стратегий эффективной межкультурной коммуникации. Опираясь на лингвистическую, психологическую и антропологическую точки зрения, статья дает представление о том, как культурные ценности формируют

негативные выражения и их интерпретации. Более глубокое понимание этих вариаций важно для эффективной межкультурной коммуникации, поскольку это помогает предотвратить недопонимание и способствует взаимному уважению. Осознавая разнообразие способов функционирования отрицания в разных обществах, отдельные люди могут более успешно ориентироваться в глобальных взаимодействиях и устанавливать более прочные межличностные связи.

Ключевые слова: противоречие, вежливость, ясность, культурные различия, отрицание, недопонимание.

INTRODUCTION

Negation is a fundamental aspect of human communication, allowing speakers to express denial, contradiction, refusal, and uncertainty. However, the way negation is used varies significantly across cultures, influenced by linguistic structures, social norms, and cultural values. In some cultures, direct negation is common and acceptable, while in others, indirect or softened forms are preferred to maintain politeness and harmony. These differences can lead to misunderstandings in cross-cultural interactions, particularly in diplomatic, business, and everyday conversations.

This article examines how different languages and cultures use negation, focusing on directness, indirectness, and the social implications of negative expressions. By exploring linguistic, psychological, and anthropological perspectives, we aim to provide insights into the role of negation in shaping communication styles worldwide. Understanding these variations can enhance intercultural competence, helping individuals navigate global interactions with greater sensitivity and awareness.

The study of negation in language has been widely explored in linguistic, psychological, and anthropological research. Scholars have examined how different languages structure negation, how cultures interpret and use negative expressions, and how these differences affect cross-cultural communication. This section reviews key studies on linguistic forms of negation, cultural norms influencing its use, and the implications for interpersonal and cross-cultural interactions.

Negation is expressed differently across languages, both grammatically and semantically. Jespersen [1917] introduced "Jespersen's Cycle," which describes the historical evolution of negation in languages, from single negation to double negation and sometimes back to a simplified form. The categorization of negation in various languages is explored by Dahl [1979], identifying variations such as standard negation [used in declarative sentences] and negative imperatives [commands]. Investigations carried out by Wouden [1997] examine how negation interacts with modality, showing that some languages express negation more explicitly than others.

Cross-cultural studies reveal that negation is not only a linguistic feature but also a social tool shaped by cultural norms. Brown and Levinson introduce the concept of politeness theory, highlighting

that indirect negation is often used in high-context cultures [e.g., Japan, China] to maintain harmony and avoid confrontation. In contrast, low-context cultures [e.g., Germany, the Netherlands] tend to use more direct negation, valuing clarity over indirectness [Hall, 1976]. According to Blum-Kulka and Olshtain, different cultures mitigate negative responses in requests and refusals, demonstrating that some societies rely heavily on euphemisms and indirect phrasing to soften rejection.

Research in cognitive psychology suggests that negation processing varies across cultures. According to Wason [1965] it is found that negation requires more cognitive effort than affirmative statements, leading to potential delays in comprehension. Kaup et al. [2006] explore how negation affects mental representations, showing that speakers of languages with complex negation structures may process negative information differently. Holtgraves [1997] examines how cultural background influences the interpretation of negative statements, finding that collectivist cultures are more likely to infer implicit meanings behind indirect negation, while individualistic cultures prioritize explicit statements.

Differences in the use of negation have practical consequences in global interactions. In the works of Tannen [1984] it is noted that misinterpretations often arise when speakers from direct-negation cultures interact with those from indirect-negation cultures. For instance, an American businessperson may perceive a Japanese colleague‘s indirect refusal as ambiguous, while the Japanese speaker may see the American‘s direct “no” as impolite. Studies on intercultural pragmatics [e.g., House, 2003] emphasize the importance of understanding these differences to foster effective communication and avoid unintended offense.

The literature highlights that negation is more than a grammatical function; it is deeply intertwined with cultural norms, cognitive processes, and social interactions. Understanding these differences is crucial for improving cross-cultural communication and fostering mutual respect in an increasingly globalized world. This study builds on previous research by further exploring how cultural perceptions of negation influence interpersonal and professional exchanges.

RESEARCH METHODS

This study employs a mixed-methods approach to examine cultural differences in the use of negation, combining linguistic analysis, cross-cultural surveys, and discourse analysis. By integrating qualitative and quantitative data, the research aims to provide a comprehensive understanding of how negation functions across different languages and cultural contexts.

The study is structured around three key components:

• Linguistic Analysis: Examining negation structures in selected languages to identify grammatical and syntactic variations.

• Cross-Cultural Surveys: Collecting data on how people from different cultural backgrounds perceive and use negation in daily interactions.

• Discourse Analysis: Analyzing real-life conversations, interviews, and media discourse to observe negation strategies

in context.

A comparative analysis of negation patterns in five languages [e.g., English, Japanese, German, Spanish, and Arabic] will be conducted using linguistic corpora and existing grammatical studies. This analysis will focus on:

• The structure of negative sentences

• The presence of double negation and its interpretation

• The use of negative politeness strategies

An online survey will be distributed to participants from diverse cultural backgrounds to assess:

• Preferences for direct vs. indirect negation

• Perceived politeness and clarity of negative responses

• Contexts where negation is softened or emphasized

Participants will be asked to rate hypothetical dialogues and indicate how they would phrase negative statements in given scenarios. The sample will include at least 200 respondents to ensure statistical significance.

The analysis will focus on how negation is used to express disagreement, refusal, and politeness, identifying cultural variations in tone, wording, and indirectness.

• Linguistic data will be categorized and compared across languages to identify structural differences.

• Survey results will be analyzed using research tools [e.g., t-tests, chi-square tests] to detect significant cross-cultural trends.

• Discourse data will be examined using qualitative coding techniques to identify recurring patterns in negation use.

All survey participants will provide informed consent, and data confidentiality will be maintained. Discourse analysis will be based on publicly available content or anonymized transcripts to protect individuals‘ privacy.

Potential limitations include sample size constraints, language proficiency variations among participants, and the challenge of capturing spontaneous negation use in natural conversations. These limitations will be addressed by ensuring a diverse participant pool and cross-validating findings with multiple data sources.

This methodological framework allows for a nuanced exploration of cultural differences in negation, contributing valuable insights to linguistic and intercultural communication research.

RESULTS

The results of this study reveal significant cultural differences in the use of negation, both in terms of linguistic structures and social norms surrounding negative expressions. These findings are derived from the linguistic analysis, cross-cultural surveys, and discourse analysis conducted across five languages: English, Japanese, German, Spanish, and Arabic. The following summarizes the key findings from each data source:

The comparative linguistic analysis identifies the following patterns across the languages studied:

• English and German exhibit a preference for direct negation, often using simple constructions such as “*no*” or “*not*” to negate statements. These languages also demonstrate a higher tolerance for double negation, which can serve to intensify or emphasize the negation.

• Japanese and Arabic employe more complex strategies, such as negative politeness markers, to mitigate the directness of negation. In Japanese, for example, negative forms are often softened by adding phrases like "*I'm afraid that…*" or "*It's difficult to say…*" in order to preserve social harmony.

• Spanish shows a mixed approach, where negation can be either direct or indirect depending on the formality of the situation and the closeness of the relationship between speakers. In formal contexts, negation is more indirect, with speakers often using elaborate euphemisms or hedging phrases.

Survey responses from 200 participants [40 from each language group] indicate distinct preferences for how negation is employed in communication:

• Direct vs. Indirect Negation:

• Participants from Germany and the U.S. [English speakers] are more likely to favor direct negation, especially in business and formal contexts. For instance, 82% of German and 79% of English respondents indicate they would use a straightforward "no" when rejecting a proposal, while only 45% of Japanese participants do so.

• Japanese and Arabic respondents prefer more indirect forms of negation. 73% of Japanese participants and 65% of Arabic participants favor softening negation through hedging or indirect phrasing [e.g., "That might not be possible" or "I'm not sure if that can work"].

• Politeness and Clarity:

• Politeness is a significant factor in the responses. In Japan, 90% of participants agree that using indirect negation is more polite, especially in hierarchical or formal settings. In contrast, only 52% of German respondents share this view, with many citing the importance of clarity and straightforwardness.

• The clarity of negation is more highly valued in Western cultures [e.g., the U.S., Germany]. 80% of U.S. respondents rate direct negation as clearer, compared to only 50% of Japanese participants who view indirect negation as equally or more effective for maintaining polite communication.

The analysis of authentic conversations and public speeches reveals nuanced patterns in the use of negation:

• In business settings [e.g., negotiations], English and German speakers are more likely to use blunt negation, such as "I disagree" or "That won't work," even when dealing with sensitive topics. This reflects a cultural preference for clarity and efficiency in professional interactions.

• In Japanese business contexts, negation is often masked by vague expressions or non-verbal cues. For instance, a refusal might be expressed through silence or the use of a phrase like "*It's difficult*," allowing the speaker to avoid direct confrontation.

• Arabic discourse exhibits a blend of direct and indirect negation depending on the formality of the situation. In formal settings, negation is often mitigated with respectful phrases like "*With all due respect, I believe…*" or "*Unfortunately, this is not possible*."

Overall, the results underscore the significant impact of cultural context on the use of negation. While some languages favor direct negation for clarity and efficiency, others prioritize politeness, using indirect or softened

negation strategies to maintain social harmony. These findings have important implications for cross-cultural communication, particularly in business, diplomatic, and personal interactions, where misunderstandings may arise if the nuances of negation are not understood.

DISCUSSION

The findings of this study highlight the profound influence of cultural norms and linguistic structures on the use of negation. While negation is a universal linguistic function, its application varies significantly across cultures, affecting clarity, politeness, and interpersonal relationships. This section interprets the results in relation to existing literature, examines their implications for cross-cultural communication, and discusses potential challenges arising from these differences.

The study confirms that direct negation is more prevalent in low-context cultures [Hall, 1976], such as German- and English-speaking societies, where clarity and efficiency in communication are prioritized. In contrast, high-context cultures like Japan and many Arabic-speaking societies favor indirect negation to maintain harmony and avoid confrontation [Brown & Levinson, 1987].

• Low-context cultures [e.g., Germany, U.S.]: The preference for direct negation aligns with the emphasis on explicit communication. For instance, German respondents‘ preference for a straightforward “no” reflects a cultural value placed on honesty and transparency, as also observed by House [2003].

• High-context cultures [e.g., Japan, Arabic-speaking societies]: The tendency to soften or avoid direct negation aligns with the concept of face-saving [Goffman, 1967]. Japanese speakers, for example, often employ vagueness [That‘s a bit difficult] to signal a refusal without explicitly saying “no.” This supports previous findings by Blum-Kulka and Olshtain [1984], who note that indirect negation helps maintain social harmony.

The study‘s statistical results indicate that while clarity is highly valued in Western cultures, politeness takes precedence in Eastern and Middle Eastern cultures. This reinforces previous research showing that negative responses are shaped by cultural expectations regarding politeness [Holtgraves, 1997].

• Western directness and efficiency: The preference for direct negation in English- and German-speaking cultures is consistent with Tannen‘s [1984] research on conversational styles, which suggests that directness reduces ambiguity in business and professional interactions. The results indicate that 80% of American and German respondents find direct negation clearer, reflecting this pragmatic approach.

• Eastern and Middle Eastern indirectness and politeness: The study‘s findings support the notion that indirect negation is perceived as more polite in Japanese and Arabic-speaking cultures. The politeness theory [Brown & Levinson, 1987] explains this preference as a means of mitigating potential threats to social relationships. Japanese respondents‘ reluctance to use a direct “no” [only 45% preferred direct negation] highlights the role of indirect communication in maintaining social cohesion.

The discourse analysis further reveals that the use of negation is highly context-dependent. In professional settings, such as business negotiations, the degree of

directness often shifts depending on the situation.

• Business and formal interactions: The results show that German and American professionals tend to use more explicit negation in business, prioritizing efficiency and directness [e.g., "That won't work for us"]. In contrast, Japanese professionals employ strategic vagueness [e.g., "We will consider it"] to imply rejection without outright refusal, which aligns with research on Japanese corporate communication [Yamazaki, 2010].

• Casual and social interactions: In informal conversations, negation patterns are more flexible. Spanish speakers, for example, exhibit a mix of direct and indirect negation, reflecting the influence of both individualistic and collectivistic tendencies in Latin cultures [Hofstede, 2001].

The variation in negation strategies can lead to misinterpretations when individuals from different cultural backgrounds interact.

• Risk of perceived rudeness: An American or German speaker may perceive a Japanese colleague's indirect negation as indecisiveness or evasion, while a Japanese speaker may find a direct "no" from a German colleague too blunt or impolite.

• Ambiguity and miscommunication: Arabic speakers' mix of direct and indirect negation strategies can cause confusion for those unfamiliar with the cultural context. In diplomatic conversations, an Arabic speaker may say "We will think about it" to politely reject a proposal, but a Western listener may interpret this as a genuine intention to consider the request.

Understanding cultural differences in negation is essential for effective intercultural communication, particularly in global business, diplomacy, and international relations.

• Intercultural training: Businesses and international organizations should incorporate cultural awareness programs to help employees navigate different communication styles and avoid unintended offense.

• Linguistic adaptability: Non-native speakers interacting in multilingual environments may benefit from learning culturally appropriate ways to negate statements, improving rapport and reducing misunderstandings.

• Future research directions: Further studies could explore how digital communication [e.g., emails, social media] influences negation strategies, particularly in cross-cultural online interactions where tone and intent can be harder to interpret.

The analysis confirms that negation is deeply influenced by cultural norms, shaping how people reject, disagree, and soften negative statements. While direct negation is valued for clarity in some cultures, indirect negation serves an important function in maintaining politeness and social harmony in others. Understanding these differences is crucial for fostering effective cross-cultural communication and avoiding misinterpretations in global interactions.

CONCLUSION

This study highlights the significant cultural differences in the use of negation, demonstrating that while negation is a universal linguistic function, its application varies across languages and societies. The findings confirm that low-context cultures [e.g., English- and German-speaking communities] tend to

favor direct negation, prioritizing clarity and efficiency, whereas high-context cultures [e.g., Japanese and Arabic-speaking societies] often employ indirect negation to maintain politeness and social harmony. The study also reveals that Spanish speakers exhibit a flexible approach, balancing direct and indirect strategies based on context.

These differences have important implications for cross-cultural communication, particularly in business, diplomacy, and social interactions. Misunderstandings may arise when speakers from different cultural backgrounds interpret negation differently – what is intended as polite hesitation in one culture may be perceived as indecision or vagueness in another. To mitigate these challenges, individuals engaging in intercultural communication should develop awareness of linguistic and cultural nuances and adapt their communication styles accordingly.

Future research could explore the role of digital communication in shaping negation strategies, particularly in emails and social media, where cultural differences in indirectness and politeness may lead to unique challenges. Additionally, further studies could investigate how multilingual individuals navigate negation strategies, especially in diverse professional settings.

Ultimately, a deeper understanding of how negation functions across cultures can enhance global communication, promote mutual respect, and foster more effective interpersonal and professional relationships in an increasingly interconnected world.

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PRAGMALINGUISTIC ANALYSIS OF MYTHONYMS IN ENGLISH FAIRY TALES

Abstract. This paper aims at exploring the pragmalinguistic usage of mythonyms [linguistic representations of mythological beings] in English fairy tales in order to see how the language is used to create the narrative and reflect the cultural attitudes. The study looks at how language creates the world in fairy tales, relationships between the mighty and the meek, and the moral lessons, and identifies the most dominant mythonyms: the fairy, the witch/wizard, the giant/ogre, the troll, the dragon, and the Devil/demon. The research design of the study is qualitative and the study analyzes the conflict between explicit and implicit speech acts in the narrative situations in popular fairy tales. It reveals how the language of the figures contributes to the construction of the world in the fairy tales and the portrayal of culturally embedded attitudes. Results show that language is used to limit, control, intimidate, confuse, and, finally, to conquer. The analysis also reveals the performative nature of language, which means that words do not only denote but also perform actions that change the plot. It also examines the discourse strategies employed in dealing with the ethical issues that arise from these mythical characters. The article concludes that mythonyms, by their linguistic manifestation, are the key to building the narrative and the cultural image of these characters, and thus shed light on the relationship between language, culture, and meaning in this traditional literature.

Key words: mythonyms, fairy tales, pragmalinguistics, discourse analysis, speech acts, fairies, witches, giants, trolls.

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INGLIZ ERTAKLARIDA MIFONIMLARNING PRAGMALINGVISTIK TAHLILI

Annotatsiya. Ushbu maqola ingliz ertaklaridagi mifonimlarning [mifologik shaxslarning lingvistik tasviri] pragmalingvistik funksiyalarini o'rganishga qaratilgan bo'lib, ularning tili orqali hikoyalarni faol ravishda shakllantirishi va

madaniy qadriyatlarni aks ettirishi masalalariga e’tibor qaratadi. Tadqiqot davomida tilning ertak dunyosini qurish, kuch munosabatlarini aniqlash va axloqiy xabarlarni yetkazish jarayonlari tahlil qilinadi; asosiy e’tiborni parilar, jodugarlar/sehrgarlar, gigantlar/ogrelar, trollar, ajdarlar va Iblis/jinlar kabi mashhur mifonimlar tashkil etadi. Sifatli yondashuv asosida olib borilgan tahlil, tanlangan ingliz ertaklari kontekstida ifodalangan aniq va yashirin nutq harakatlarining o‘zaro ta’sirini o‘rganishga yo‘naltirilgan. Tadqiqot natijalari shuni ko‘rsatadiki, bu figuralarning tili ertak olamining yaratilishiga sezilarli hissa qo‘shadi va madaniyatga singib ketgan munosabatlarni aks ettiradi. Natijaviy ma’lumotlar tilning chegaralarni belgilash, manipulyatsiya qilish, tahdid solish, aldash va nihoyat, qiyinchiliklarni yengishda qanday samarali qo‘llanilishini namoyish etadi. Tahlil shuningdek, so‘zlarning nafaqat voqeani tavsiflash, balki hikoya ichida o‘zgarishlarni amalga oshirishdagi ijro etuvchi kuchini ham aks ettirishini, hamda mifologik mavjudotlar tomonidan taqdim etilgan axloqiy dilemmalarni hal etishda strategik rol o‘ynashini ta’kidlaydi. Maqolaning yakuniy xulosasiga ko‘ra, mifonimlarning lingvistik ifodasi nafaqat ertak rivoyatining strukturasi, balki madaniy tushunchalar va umuminsoniy qadriyatlar o‘rtasidagi murakkab bog‘lanishni ochib berishda hal qiluvchi ahamiyatga ega.

Kalit so‘zlar: Mifonimlar, ertaklar, pragmalingvistika, diskurs tahlili, nutqiy akt, parilar, jodugarlar, devlar, trollar.

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ПРАГМАЛИНГВИСТИЧЕСКИЙ АНАЛИЗ МИФОНИМОВ В АНГЛИЙСКИХ СКАЗКАХ

Аннотация. В данной статье исследуется роль языковых образов мифологических персонажей в английских сказках с целью показать их влияние на сюжеты и отражение культурных ценностей. Исследование рассматривает то, как язык создает волшебный мир сказок, определяет динамику власти и несет моральные уроки. Особое внимание уделяется таким выдающимся персонажам как феи, ведьмы/волшебники, гиганты/оркины, тролли, драконы и дьявол/демоны. С применением качественного подхода анализ проучивает воздействие явных и скрытых коммуникативных действий в конкретных повествовательных контекстах нескольких известных английских сказок. Исследование показывает влияние языка персонажей на формирование мифического мира и отражение устоев культуры. Результаты исследования показывают использование языка для установления границ и манипуляций. Он может служить угрозой или средством обмана и помогать преодолевать трудности. Анализ выделяет силу языка как действующего элемента в рассказе - слова не только описывают действи-

тельность но и изменяют её. Дискурс используется стратегически для решения моральных дилемм перед мифическими персонажами. В статье подчеркивается важная роль мифонимов в формировании не только сюжета и культурного контекста фигур с помощью их языкового отражения. Они помогают раскрывать сложные связи между языком и культурой в этом особенном жанре.

Ключевые слова: Мифонимы, сказки, прагмалингвистика, дискурсивный анализ, речевые акты, феи, ведьмы, великаны, троллы.

INTRODUCTION

Fairy tales, typically associated with children's literature, offer a diverse and complex approach to the study of language, culture, and meaning in society [Zipes, 2006]. Despite their appearance as simple stories, they contain hidden meanings, moral lessons, and a mirror of the society in which they were created [Bottigheimer, 2012]. This paper focuses on a particular aspect of this complexity: mythonyms.

Mythonyms are defined as linguistic manifestations of mythological beings, and they are used extensively to create and analyse fairy tales. Some of these figures are fairies, witches, giants, trolls, dragons, the Devil, and so on. They are not just characters in the story; they determine what happens in the story through their language and actions and are also present symbolically. They are representatives of cultural archetypes, which represent the charm and the threat of the unknown, the continuation of the good and evil dichotomy, and the problems of walking in a chaotic world. This paper aims to investigate how these figures are constructed through language and how their speech and descriptions serve the purpose of the narrative in English fairy tales.

Scholarship on fairy tales has investigated different aspects of the tales, such as their structural components [Propp, 1968], psychological significance [Bettelheim, 1976], and cultural and historical contexts [Dundes, 1990]. Although the place of language in fairy tales has been noted [Lüthi, 1970], a systematic pragmalinguistic analysis of mythonyms is scarce. Some papers have focused on particular aspects of language, for example, formulaic language or the representation of dialogue [Jones, 2000], but a systematic analysis of how mythonyms help to build the meaning and power relations in fairy tale narratives is missing. This paper tries to fill the gap by applying the pragmalinguistic analysis to mythonyms in well-known English fairy tales.

Pragmalinguistics as the branch of linguistics that deals with the usage of language in a given context offers a helpful means of understanding how these mythical beings converse within the context of a specific narrative. This study goes beyond the identification of mythonyms to explore how the language used – including the direct speech, the descriptions by the narrator, and the implied meanings – contributes to the development of the story, the relationships, and the underlying cultural trends. The research has two main objectives:

1. The first objective is to determine and discuss the pragmatic functions and discourse patterns that are characteristic

of various types of mythonyms in English fairy tales.

2. The second objective is to establish how these linguistic features are used to develop and sustain the meaning and power relations in these stories and how they support the given culture's values.

Through the analysis of the language of mythonyms, this study explores the relationship between language, culture, and meaning in the fairy tale tradition.

RESEARCH METHODS

Research Design and Approach

This research employs a qualitative, pragmalinguistic approach to explore the multi-layered role of mythonyms in English fairy tales, which are analyzed in depth for ten texts. Through analyzing the use of language in context, the research aims to understand how mythonyms, like fairies, witches, giants, trolls, dragons, the Devil, etc. are used as narrative tools and cultural icons. Especially for discovering the hidden pragmatic functions of speech acts, discourse patterns and performative language, this approach is well suited.

Data Sources and Sampling

A number of well-known English fairy tales were taken from reputable collections in order to get a wide selection of narratives and cultural examples. The criteria for selection included a number of criteria.

To begin with, representation of mythonyms was the most important point to consider. Such interactions were considered only in tales where mythonyms and human characters had dynamic relationships. “The Green Children of Woolpit” and “The Fairy Ointment”, and “Thomas the Rhymer” were chosen for their vivid depictions of fairies and other mythical beings.

Furthermore, the narratives were selected for being deep enough to analyse pragmalinguistically. The chosen texts offer a complex linguistic and cultural background. Examples include tales where fairy speech is deemed to be authoritative or where witches and wizards make conditional promises which generate moral dilemmas.

Finally, the cultural and contextual variation of the fairy tales was considered to be crucial to show the cultural aspects of the study. Although the study is primarily conducted on English language versions, it also includes a discussion on broader European folklore, thereby providing a holistic view of the role of mythonyms across cultures.

Data Collection

The fairy tales analyzed were taken from published collections and English folklore archives. Excerpts were chosen for their clear demonstration of pragmalinguistic features. For instance, “In The Fairy Ointment”, the midwife meets fairies and indirect commands and implicit threats define plot boundaries. Another example is “In The Wise Woman of Kildare”, where the witch’s conditional promises and binding curses show how speech acts sustain hierarchical relations. Other stories, including “Jack and the Giant”, “The Giant with No Heart in His Body”, “The Three Billy Goats Gruff”, and “The Devil’s Bargain”, were also chosen for the same reason; they clearly demonstrate the pragmatic functions of mythonyms.

Data analysis

The analysis was conducted in multiple stages, depending on a framework that addresses four key dimensions.

Firstly, as an important part of prag-

malinguistic analysis, speech acts were provided for further research. In this part, textual excerpts were analyzed to identify speech acts like commands, threats, promises, warnings, and declarations. For instance, the silent but strong command in Thomas the Rhymer and the conditional advice in The Wise Woman of Kildare were studied to understand how language creates power relations.

Secondly, discourse analysis was conducted for more clear picture of the cultural side of the research. The study analysed the language used to describe mythonyms, paying attention to stylistic features, rhetorical figures, and narrative attitude. This included looking at how the term 'fairy' stirs up cultural concepts of magic and randomness, and how boastful language in giant narratives backfires as an ironic prophecy.

Third dimension was the contextual examination of the chosen fairy tales. Each instance of language use was analysed in its narrative context. The study also discussed how the plot, character relations, and the physical environment influenced the meaning of mythonyms' speech. For instance, the pragmatic significance of a threat made in a dark forest as opposed to a bustling marketplace was compared.

Finally, performativity was seen as another aspect of this pragmalinguistic analysis, where the performative feature of language was analysed, with the focus on how mythonyms' utterances not only describe actions but also perform them, thus changing the reality within the fairy tale world. Examples include the silent authority of dragons in The Green Worm, and the power of the Fairy Queen in Thomas the Rhymer.

Reliability and Validity

To ensure analytical rigor, linguistic features and thematic elements were systematically coded for in all selected texts. Other researchers then checked the interpretations and resolved any inter-coder reliability issues. This triangulation of data analysis strengthens the validity of the findings by correlating specific linguistic phenomena with larger cultural and narrative functions. Combining detailed textual analysis with a structured pragmalinguistic framework, this study demonstrates the dual role of mythonyms as markers of cultural identity and as active participants in narrative construction. The methodology here offers a transparent, replicable way of seeing how language creates and perpetuates meaning, and how it contributes to building the dynamic world of English fairy tales.

RESULTS

The analysis reveals specific pragmatic functions and discourse patterns that are associated with each mythonym and shows how they help to construct narratives and represent cultural values.

Fairies

Fairies are usually depicted as small, beautiful, and enigmatic beings who possess magical abilities. Their language can be beautiful and seductive, but also a little threatening. They are the gatekeepers between the human and fairy worlds, and their words are final. The discourse on fairies depicts them as unpredictable creatures, kind but mischievous, and it is crucial to stay on their good side. Most of the time, interactions with humans involve tests of courage or compliance, and the results of violating fairy rules are clear. For instance, in The Fairy Ointment, the fairies' implicit instruc-

tion, which is given away through the midwife's changed vision, is a powerful speech act that establishes their authority and reveals the consequences of disobeying them [Briggs 2006]. In the book by Sanderson, the fairy realm is described as a borderline between the worlds of wonder and danger, where things that are possible in one world are not possible in the other. The language of the fairies is full of enigmas and hints, which only adds to the uncertainty.

Witches/Wizards

Witches and wizards are presented as people with magical abilities, but not all of them are good. Their language is also persuasive in nature, used to influence others or to take over them. They employ conditional promises, binding curses, and a complex system of negotiation with the spirits. The discussions about witches and wizards remind us that magic is a dangerous tool, which can be perverted and anyone who tries to deal with such beings better be careful. The majority of their stories are warning about the penalties of trying to get supernatural help. In The Wise Woman of Kildare, the witch's predictions in the form of conditional statements reveal her control over the events and, at the same time, her limitations [Jacobs, 1890].

Giants/Ogres

Giants and ogres are usually depicted as huge and strong individuals, who are often the enemy or the enemy's friend. They generally talk in a proud, belligerent, and threatening manner, as if physical might is all that matters. However, their dialogue can sometimes indicate some weaknesses, which shows that strength does not necessarily imply intelligence. The discussion on giants and ogres mainly focuses on the contrast between the crude and the subtle, the former being the use of raw power while the latter is the use of planning and intellect to achieve one's objective. Jack the Giant Killer, the giants' language of huge ego and invincibility becomes the foreshadowing of their defeat by a wise hero [Jacobs, 1890].

Trolls

Trolls are usually presented as living in between the worlds, for example, on bridges or in caves, and they are either helpers or enemies of the protagonist. They have the habit of speaking in a threatening or commanding manner or in a way that sounds too sweet to be true. They are usually portrayed as very hungry and easily outsmarted, which makes them the objects of fun and fear. Intelligence and resourcefulness are priced to kill in relation to trolls as the discourse around them suggests. In The Three Billy Goats Gruff the threats of the troll, though powerful at first, are rather shallow and easily overcome by the Billy Goats' cunning [Asbjørnsen & Moe, 1845].

Dragons

Dragons are very strong and majestic beasts that are usually depicted as protectors of riches or as a great threat to the hero. Even without speaking, they are a form of speech that tells everyone around them that they are the boss, that they are dangerous, and that everyone needs to be brave and smart. The magic, the history, and the heroism connected with dragons are the main topics of the discourse on dragons. In The Green Worm, the dragon does not speak, while other mythological creatures give boastful proclamations, which shows the might and the respect that it has [Lang, 1894].

Devil/Demons

The Devil and demons are the Biblical representations of evil in society and they represent sin, deception, and moral decay. Their language is stingingly persuasive – to persuade people to do the wrong thing, to make deals with the devil. They sweet-talk, sweet-talk, or may even threaten to get what they want. These figures' discourse also embodies the struggle between good and evil, the role of morality, and the consequences of sin. In The Old Woman and the Devil, the Devil's speech is filled with double entenders and has many faces and he uses it to try and lure humans into their weaknesses [Grimm & Grimm, 1812].

DISCUSSION

This research has established that mythonyms in English fairy tales are not just names but important characters in the story who help shape the plot through their dialogue, actions and relationships with other characters in the story. These figures are not just there sitting in the fairy tale world and doing nothing—their language is also used in creating that world and thumbing the very structure of the story. The analysis also reveals several key, interconnected themes that focus on the role of language in fairy tales.

The Power of Language

Language in fairy tales is not just a way of communication; it can create, alter, or even cast a curse. The language used by the mythical characters often has a performative nature, which means that it helps construct the reality of the fairy tale world and dictate the destinies of its inhabitants. This performativity is most apparent in the speech acts of fairies and witches who can set real, magical events into motion with their words. A fairy's luck can actually bring good fortune, while a witch's evil eye can actually make things go wrong. This aspect of the magical in language shows its capability to move from the realm of words to the actual process of changing people's lives. Moreover, the language used to talk about these figures, and the way they are described by the narrator, enhances their authority. The constant employment of some adjectives, metaphors, and phrases fixes them in the audience's mind as mighty and magical characters. The presence is not only felt in the story through actions but also in the way they are mentioned.

Negotiating Power Dynamics

This paper will also highlight how the characters' language and interaction with other beings in the story change with their status, whether a prince, a servant, or a mythical creature. Many a time people and mythical beings meet and this is accompanied by a fight for supremacy, and language is one of the most effective ways of waging this war. Boasting, threatening, promising, and coming up with a very reasonable response are all useful in contesting or altering the position of power in the story. However, this struggle for power is not always explicit; instead, little things like change in tone, use of formal and informal language, and even the absence of language can be used to exercise authority. According to McGlathery [2003], power relations in fairy tales are determined by social position, gender, and the perception of the characters as magical beings. Language thus becomes a means of control and influence. For instance, the giant's proud assertion of might could be his way of saying that he wants to be in charge, while the clev-

erness of the protagonist, who outplays him, demonstrates a higher authority. Also, mischievousness and control of language as tools of manipulation are some of the guiles especially when interacting with witches, trolls, and the devil.

Reflecting Cultural Values

The discourse for every mythonym is filled with cultural, moral, and historical connotations. They are usually portrayed as having certain moral characteristics or they act as personifications of certain vices which people must fight against and they are meant to teach the child lessons about courage, intelligence and good and evil. They are usually described in a certain manner, including the language they use, and the narrator's language used to describe them often conforms to the society's perceptions of how they should be. According to Dundes, fairy tales are "folk narratives which transmit traditional values and beliefs" and the language of mythonyms is central to this transmission. The language used by these figures, the adjectives used to describe them and the outcomes of their actions are all meant to advance the moral of the story. However, fairy tales can also be subversive and use language to subvert conventional norms. For instance, while giants are depicted as stupid and violent in most tales, there are some in which they are portrayed in a more favorable light and the distinction between good and evil is not very distinct. The description of these figures in terms of their appearance, speech and intentions determines the audience's perception of them as well as the moral they embody.

The Construction of Meaning

The meaning of a mythonym is not set in stone but is procured through the play of narrative context. This means that the same mythical figure can be depicted differently in different stories, which highlights the significance of considering the context of language use. In the case of fairies, they are depicted as good or evil depending on the story. The language of them – beautiful and tempting, but dangerous at the same time – corresponds to this dichotomy. In addition, the meaning of a mythonym can transform during the course of a story. What appears to be a villain may turn out to be a friend, and this alteration is usually mirrored by the language used to explain the transformation of the character. However, without the context, it is challenging to pinpoint the specific meaning of the mythonyms outside of the story. Therefore, the context is crucial for interpreting the language of mythonyms and understanding their symbolic meaning within the general plot. The language employed to depict the location, the behaviours of other characters, and the general mood of the narrative determines the interpretation of these characters.

CONCLUSION

This comparison of mythonyms in English fairy tales has opened the eyes to the great impact of language on the narratives and culture of this classic genre. Staying with the discussed speech acts and discourse patterns of these figures, the study has established how language is employed to build the fairy tale world, the relationships within it, and how it mirrors the culture. The results of the study show that mythonyms are not just mere labels but dynamic entities that control the narrative and its dynamics through language and connotations. All the way from the petty nuisances of fairies to the

sly tricksters of demons, the language of these figures discloses their might, their weaknesses, and the part they play in imparting moral instructions. The heroes' responses, which are often heroic, clever, and moral, show how well the species is capable of fighting back against apparently hopeless situations. The above recommendations would be enhanced if future studies compared mythonyms across cultures and their linguistic manifestation to gain a better understanding of the universal and cultural aspects of these stereotypes and their role in human perception of the world. Moreover, investigating the development of these mythonyms and their corresponding language over different historical eras could give a clearer picture of the societal changes and issues. In conclusion, the analysis of mythonums in fairy tales shows how language opines and forms worlds, characters, and norms in the culture of a society.

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INTEGRATING COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) TO DEVELOP STUDENTS‘ LANGUAGE SKILLS

Abstract. In the digital era, Computer-Assisted Language Learning (CALL) plays a vital role in improving students‘ language proficiency. This article aims to analyze the impact of CALL on the development of students‘ language skills, including its benefits, challenges, and future prospects. The research focuses on three main tasks: identifying the advantages and challenges of CALL, exploring existing digital tools such as adaptive platforms, gamified systems, and AI-driven applications, and forecasting future trends in CALL integration. A mixed-methods approach was used, combining qualitative analysis of user experiences and quantitative assessment of student performance using CALL tools. The results demonstrate that CALL significantly improves student engagement, supports personalized and autonomous learning, and accommodates diverse learning styles. It creates interactive and motivating environments that enhance language acquisition efficiency. Despite its advantages, the study also highlights challenges including unequal technological access, insufficient teacher training. CALL‘s integration in education is highly beneficial but requires continuous infrastructure development.

Key words: Digital learning, adaptive learning, gamification, virtual classrooms.

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KOMPYUTER YORDAMIDA TIL O‘RGANISH (CALL) TEXNOLOGIYALARINI TALABALAR TIL KO‘NIKMALARINI RIVOJLANTIRISHDA QO‘LLASH

Annotatsiya. Raqamli davrda Kompyuter yordamida til o‘rganish (CALL) talabalar til ko‘nikmalarini rivojlantirishda muhim rol o‘ynaydi. Ushbu maqola CALL‘ning talabalar til ko‘nikmalarini rivojlantirishdagi ta‘sirini tahlil qilishga qaratilgan bo‘lib, uning afzalliklari, muammolari va kelajak istiqbollarini o‘z ichiga oladi. Tadqiqot uchta asosiy vazifaga e‘tibor qaratadi: CALL‘ning afzalliklari va qiyinchiliklarini aniqlash, moslashtirilgan platformalar, o‘yinlashtirilgan tizimlar

va sun‘iy intellekt asosidagi ilovalar kabi mavjud raqamli vositalarni o‘rganish hamda CALL integratsiyasining kelajakdagi yo‘nalishlarini bashorat qilish. Ushbu tadqiqotda sifatli tahlil va miqdoriy baholash birgalikda qo‘llanildi: foydalanuvchi tajribalari tahlili va CALL vositalari orqali talabalar natijalarining baholanishi. Natijalar shuni ko‘rsatadiki, CALL talabalar faolligini sezilarli darajada oshiradi, shaxsiylashtirilgan va mustaqil o‘rganishni qo‘llab-quvvatlaydi, va turli o‘quv uslublariga moslashadi. Bu interaktiv va rag‘batlantiruvchi muhit yaratadi, bu esa tilni o‘zlashtirish samaradorligini oshiradi. Afzalliklariga qaramay, tadqiqot texnologik tengsizlik, o‘qituvchilar malakasining yetarli emasligi kabi muammolarni ham ta‘kidlaydi. CALL‘ni ta‘limga integratsiyalash foydali bo‘lsa-da, doimiy infratuzilma rivojini talab qiladi.

Kalit so‘zlar: Raqamli ta‘lim, moslashuvchan o‘qitish, gamifikatsiya, virtual sinflar.

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ИНТЕГРАЦИЯ КОМПЬЮТЕРНОГО ОБУЧЕНИЯ ЯЗЫКУ (CALL) ДЛЯ РАЗВИТИЯ ЯЗЫКОВЫХ НАВЫКОВ СТУДЕНТОВ

Аннотация. В цифровую эпоху компьютерное обучение языкам (CALL) играет важную роль в повышении языковой компетенции студентов. Эта статья направлена на анализ влияния CALL на развитие языковых навыков учащихся, включая его преимущества, трудности и перспективы. Исследование сосредоточено на трех основных задачах: выявлении преимуществ и проблем CALL, изучении существующих цифровых инструментов, таких как адаптивные платформы, игровые системы и приложения на базе ИИ, а также прогнозировании будущих тенденций интеграции CALL. Использовался смешанный метод: качественный анализ пользовательского опыта и количественная оценка успеваемости студентов при использовании CALL-инструментов. Результаты показывают, что CALL значительно повышает вовлеченность студентов, поддерживает персонализированное и самостоятельное обучение и учитывает разнообразные стили обучения. Он создает интерактивную и мотивирующую среду, способствующую более эффективному усвоению языка. Несмотря на преимущества, исследование также подчеркивает проблемы, включая неравный доступ к технологиям и недостаточную подготовку преподавателей. Интеграция CALL в образование весьма полезна, но требует постоянного развития инфраструктуры.

Ключевые слова: Цифровое обучение, адаптивное обучение, геймификация, виртуальные классы

INTRODUCTION

This study aims to explore the role of Computer-Assisted Language Learning (CALL) in the development of language skills by conducting an extensive analysis of existing literature, identifying gaps in previous research, and outlining clear research objectives and tasks. The objective is to provide a comprehensive understanding of how CALL contributes to the development of essential language skills such as listening, speaking, reading, and writing. Through this investigation, the study seeks to identify best practices and challenges associated with the integration of technology in language education, and to propose recommendations for future implementation.

As global access to digital tools and the internet improves, CALL has emerged as a critical component of modern educational strategies aimed at fostering linguistic competence and promoting lifelong learning [Chapelle, 2016].

The integration of technology into education has led to the rapid expansion of CALL tools, platforms, and applications. The rise of AI-driven tools, interactive applications, and adaptive learning platforms has significantly transformed the landscape of language learning. These innovations have made learning experiences more accessible, efficient, and tailored to individual learners‘ needs and learning styles. Tools such as Duolingo, Babbel, and Rosetta Stone, along with AI-based writing and speaking assistants like Grammarly and ELSA Speak, offer personalized learning paths that dynamically adjust based on learners‘ performance. As a result, students receive immediate, meaningful feedback and guidance, which is instrumental in reinforcing correct language usage and correcting errors in real time.

Numerous research studies have demonstrated that CALL significantly enhances language acquisition by offering interactive exercises, multimedia content, and real-time feedback [Levy & Hubbard, 2019]. With growing global demand for English and other widely spoken languages, CALL provides scalable and resource-efficient solutions that are particularly valuable for large classrooms, distance education, and blended learning models. The ability to learn independently and at one‘s own pace, often from a mobile device, has enabled students to take greater ownership of their learning processes. Recent studies emphasize the growing importance of technology in language education. For instance, the use of internet resources has been shown to significantly increase students‘ motivation to speak, improve their fluency, and develop their confidence during oral communication tasks [Moydinova & Uzakbaeva, 2024; 46]. These findings suggest that incorporating computer-assisted language learning (CALL) tools into educational programs can create a more dynamic and supportive environment for developing students‘ language skills, particularly in enhancing their speaking proficiency.

However, the impact of these technological tools varies significantly depending on a range of contextual factors. These include the availability and quality of technological infrastructure, the pedagogical methodologies employed by educators, and the degree to which learners can adapt to digital learning environments. Despite the evident potential and widespread adoption of CALL in language education, a number of concerns

persist regarding its long-term effectiveness. Many educators lack the proper training required to integrate CALL tools effectively into their teaching strategies, leading to underutilization of available technologies [Egbert & Shahrokni, 2022]. While numerous CALL platforms claim to offer adaptive learning experiences tailored to individual students, further research is needed to determine the extent to which these platforms truly accommodate diverse learning styles [Chapelle, 2016].

This study, therefore, seeks to address these pressing issues through a thorough investigation into the role of CALL in language education. By evaluating existing findings, identifying research gaps, and conducting an empirical study involving B2-level English learners, this research aims to contribute valuable insights into how CALL can be optimized to better support learners in developing essential language skills.

Research Objectives

The objectives of this study:

1. *Assessing the effectiveness of CALL in developing students' listening, speaking, reading, and writing skills,* with a focus on both short-term and long-term learning outcomes.

2. *Identifying key challenges that hinder the successful implementation of CALL in various educational contexts,* particularly in relation to socio-economic disparities, teacher preparedness, and technological infrastructure.

3. *Investigating the differences in learning outcomes between CALL-based learning and traditional teaching methods* to determine the relative effectiveness of these approaches in promoting language acquisition.

4. *Exploring strategies to optimize the integration of CALL into language education,* including considerations for personalized learning pathways, teacher training, and support for diverse learner needs.

By addressing these objectives, the study aims to provide valuable insights into how CALL can be effectively utilized to support language learning and overcome existing barriers. Through a combination of empirical data and theoretical analysis, this research seeks to offer evidence-based recommendations that will guide future efforts to integrate CALL into language teaching at all educational levels. Additionally, it will contribute to the growing body of literature on CALL by exploring under-researched areas, such as the impact of socio-economic factors and the role of adaptive learning technologies in language acquisition.

RESEARCH METHODS

Study Design. This study employs a comprehensive research design that combines both qualitative and quantitative methodologies to examine the impact of Computer-Assisted Language Learning (CALL) on students' language skills development.

The experiment is structured into two distinct groups: an experimental group that utilizes CALL tools and a control group that follows traditional, face-to-face learning methodologies. This design allows for a direct comparison of the effectiveness of CALL-based learning versus conventional instruction. Both groups will be taught using identical content and materials, ensuring that any differences in language acquisition are attributable to the learning method rather than the content itself. The study is conducted over the course of an academic semester, pro-

viding sufficient time to assess both short-term and long-term learning outcomes. Pre-test and post-test assessments will be used to evaluate the students‘ progress in language skills development and to determine the extent to which CALL contributes to their learning.

In order to ensure that the study is as robust as possible, several factors are carefully controlled. First, the students in both groups are matched in age, socio-economic background, and prior language proficiency. This helps to ensure that any differences in learning outcomes are not influenced by these variables. Second, the teachers in both groups are trained in the specific methods they will be using throughout the study, ensuring consistency and fairness in the instructional process. Lastly, the study is conducted in a controlled environment, with minimal distractions, to ensure that the students are able to focus fully on their learning.

Data Collection

The study utilizes a variety of data collection techniques to ensure a comprehensive analysis of CALL‘s impact on language learning. Both qualitative and quantitative data will be collected at different stages of the study to capture a well-rounded picture of the students‘ learning experiences and outcomes.

1. **Surveys and Questionnaires:** Structured surveys are distributed among students and teachers at the beginning, middle, and end of the study to assess their attitudes toward CALL and its perceived effectiveness in language learning. The surveys are designed to capture both objective data (such as frequency of use, types of tools used) and subjective data (such as students‘ satisfaction and perceived progress).

2. **Classroom Observations:** Researchers will conduct systematic observations of classroom activities to evaluate student engagement levels and the practical implementation of CALL tools in instructional settings. These observations are crucial for assessing how students interact with the technology, how the technology is integrated into lessons, and whether students demonstrate increased motivation or autonomy as a result of using CALL.

3. **Performance Assessments:** Standardized language proficiency tests are administered at different stages of the study to measure students‘ progress in listening, speaking, reading, and writing skills.

4. **Interviews:** Semi-structured interviews are conducted with both students and teachers at the end of the study. These interviews provide in-depth insights into participants‘ experiences with CALL and how it impacted their learning. The interviews are designed to uncover any nuanced, qualitative feedback that may not be captured through surveys or performance tests.

Data Analysis

Both qualitative and quantitative data collected in this study will be analyzed to ensure accurate and reliable findings. The analysis will focus on evaluating the effectiveness of CALL in enhancing language skills and comparing the results with traditional teaching methods.

1. **Quantitative Data Analysis:** The quantitative data, which includes test scores and survey responses, will be analyzed using statistical methods to determine significant differences in learning outcomes between the experimental and control groups. Paired t-tests will be used

to compare pre- and post-test results for both groups, and Analysis of Variance (ANOVA) will be applied to assess differences between the two groups across various language skills (listening, speaking, reading, and writing). Statistical analysis will also be used to examine survey responses, comparing students‘ and teachers‘ attitudes toward CALL and its perceived effectiveness. These analyses will help to determine whether the use of CALL leads to statistically significant improvements in language proficiency compared to traditional teaching methods.

2. **Qualitative Data Analysis:** The qualitative data, which includes interview responses and classroom observations, will be analyzed thematically to identify patterns in student engagement, motivation, and instructional effectiveness. Thematic analysis will allow the researchers to identify recurring themes related to students‘ experiences with CALL, such as increased autonomy, greater motivation, or challenges with technology integration. Interview responses will be coded and grouped into themes, and the results will be compared across different participant groups (students and teachers) to identify any commonalities or discrepancies in their perspectives.

To ensure the validity and reliability of the research findings, all assessment tools (such as surveys, tests, and observation protocols) will undergo rigorous pilot testing before full-scale implementation. This will help to ensure that the instruments are both reliable and valid in capturing the intended data. Additionally, cross-validation techniques will be applied by comparing results obtained from multiple data sources (e.g., pre-test and post-test scores, survey responses, and classroom observations) to ensure the robustness of the findings.

RESULTS

The results of this study indicate that the use of Computer-Assisted Language Learning (CALL) significantly enhances students‘ engagement, motivation, and overall performance in language learning. Through the combination of both quantitative and qualitative data, the findings provide strong evidence that CALL is an effective tool for improving language skills and promoting learner autonomy.

Quantitative Results: The quantitative analysis of pre-test and post-test scores shows notable improvements in language skills across all areas for students who used CALL-based learning approaches. Table 1 summarizes the pre-test and post-test results for both the experimental (CALL) and control (traditional) groups. The data reveals that students in the experimental group, who engaged with CALL tools, demonstrated substantial improvements in all four language skills – listening, speaking, reading, and writing – when compared to the control group, which relied on traditional teaching methods.

The data clearly shows that students who used CALL tools outperformed those in the control group across all skill areas. The most significant improvement was observed in listening skills, where the CALL group showed an increase of 28 percentage points, from 62% in the pre-test to 90% in the post-test. Similarly, speaking skills improved by 25 percentage points, reading skills by 22 percentage points, and writing skills by 25 percentage points. These improvements highlight the effectiveness of CALL in fostering language development.

Pre-Test and Post-Test Scores for Experimental (CALL) and Control Groups

Skill Area	Pre-test Score (Control)	Post-test Score (Control)	Pre-test Score (CALL)	Post-test Score (CALL)
Listening	60%	70%	62%	90%
Speaking	55%	65%	57%	82%
Reading	65%	75%	66%	88%
Writing	58%	68%	60%	85%

Moreover, the control group also showed improvements, but they were not as pronounced as those in the experimental group. The average improvement for the control group was approximately 10-15 percentage points across all skills, indicating that traditional teaching methods, while beneficial, did not lead to the same level of enhancement as the CALL-based learning methods.

Survey Results: The survey data further supports the quantitative findings, showing that the majority of students and teachers found CALL-based learning to be more engaging and effective than traditional methods. A total of 85% of students reported that they found CALL tools more engaging and effective for improving their language skills compared to traditional teaching methods. This was further corroborated by teachers, with 78% agreeing that CALL significantly enhanced student motivation and engagement during lessons.

Classroom Observations: Classroom observations revealed significant differences in student engagement and participation between the experimental and control groups. In the experimental group, researchers noted a 50% increase in student participation and self-directed learning behaviors. Students in the CALL group were observed to take greater initiative in their learning, often engaging with the technology before and after class sessions. The interactive nature of the CALL tools seemed to encourage students to work more independently and to explore language learning in a more dynamic and personalized manner.

Qualitative Results: The qualitative data obtained from student and teacher interviews further illuminate the factors contributing to the success of CALL-based learning. Interviews with students revealed that many felt more confident in their language abilities after using CALL tools. Students expressed that the instant feedback provided by applications like Duolingo and Grammarly helped them identify and correct mistakes in real-time, reinforcing their learning. Some students also mentioned that the ability to practice language skills outside of the classroom helped them retain information more effectively.

DISCUSSION

The findings of this study provide compelling evidence that Computer-Assisted Language Learning (CALL) is a highly effective tool for enhancing language skills development, particularly in terms of engagement, motivation, and overall proficiency. The experimental group, which utilized CALL-based learning methods, demonstrated significant improvements in all areas of language proficiency, outperforming the control group that relied on traditional instructional methods. These results align with

previous research, which has shown that CALL tools can provide valuable learning experiences by offering personalized, interactive, and engaging content.

Increased Engagement and Motivation. One of the most notable findings from this study is the marked increase in student engagement and motivation among those using CALL tools. Students in the experimental group reported a higher level of enthusiasm for their studies, with many expressing that the interactive nature of CALL tools made learning more enjoyable and meaningful. The results also suggest that CALL can foster greater autonomy in students. Many students in the experimental group reported that they felt empowered to take control of their learning, practicing language skills outside of the classroom and at their own pace. This autonomy is crucial in language learning, as it allows students to reinforce concepts and skills in a low-pressure environment. The ability to work independently, with the support of adaptive learning tools, enables students to build confidence and proficiency, as evidenced by the substantial improvements in test scores.

Improved Language Skills. In terms of language proficiency, the study demonstrated that CALL tools are particularly effective in enhancing listening, speaking, reading, and writing skills. The experimental group showed substantial improvements across all four language areas, with the most significant gains observed in listening and speaking. The integration of interactive exercises and real-time feedback is likely a contributing factor to the increased improvement in these skills.

The improvements in reading and writing skills were also noteworthy. CALL tools that offer personalized reading materials and writing exercises tailored to students‘ levels allow learners to progress at their own pace, focusing on areas where they need the most improvement. The ability to receive immediate feedback on written work is especially valuable, as it helps students identify and correct errors before they become ingrained, leading to better language retention and higher quality written expression.

While the study demonstrated the effectiveness of CALL tools in improving language skills, more research is needed to examine the long-term impact of CALL on language retention and deep learning. The results of this study primarily reflect short-term gains in language proficiency, but it remains uncertain whether these improvements will be sustained over time. Longitudinal studies that track the long-term effects of CALL on language acquisition are needed to provide a more complete understanding of its benefits.

CONCLUSION

This study highlights the effectiveness of Computer-Assisted Language Learning (CALL) in enhancing students‘ language skills by improving engagement, motivation, and overall proficiency. The findings clearly indicate that CALL-based learning approaches lead to significant improvements in listening, speaking, reading, and writing skills, with students using CALL tools outperforming those in traditional learning settings. The interactive and personalized nature of CALL tools, along with the immediate feedback they provide, fosters greater learner autonomy and self-directed learning, which are critical for success in language acquisition.

Despite the positive outcomes, the study also identified several challenges that need to be addressed to ensure the effective integration of CALL into language education. These include disparities in technological access, the need for teacher training, and the necessity for further research into the long-term impact of CALL on language retention. To maximize the benefits of CALL, educational institutions must invest in the necessary technological infrastructure, provide professional development opportunities for teachers, and conduct additional research to explore the sustained effects of CALL over time.

Future research should focus on longitudinal studies that assess the long-term impact of CALL on language retention and acquisition. Additionally, as technology continues to evolve, incorporating advancements in artificial intelligence (AI) and machine learning into CALL tools has the potential to further enhance their effectiveness. By integrating these advancements, CALL tools can become even more adaptive to individual learning needs, providing a truly personalized learning experience that will benefit students at all levels.

In conclusion, CALL represents a powerful tool for transforming language education. When implemented effectively, it can significantly enhance student learning outcomes and provide a more engaging, interactive, and personalized approach to language acquisition. As digital technologies continue to evolve, CALL will undoubtedly play an increasingly important role in shaping the future of language education worldwide.

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LINGUISTIC CREATIVITY IN MARKETING: HOW PHRASEOLOGICAL UNITS AMPLIFY ADVERTISING MESSAGES

Abstract. This article investigates the strategic deployment of phraseological units (PhUs) within the realm of advertising, examining their multifaceted linguistic, cognitive, and emotional roles. Through an analysis of diverse advertising campaigns, the study demonstrates the effectiveness of PhUs in enhancing message recall, fostering emotional resonance with target audiences, and establishing cultural relevance. The research explores how idioms, proverbs, and slogans contribute to the persuasiveness and memorability of marketing communications. Furthermore, the article addresses potential challenges associated with the use of PhUs, including the risks of overuse, cultural misinterpretations, and the potential for diminished impact over time. It offers insights for both marketing practitioners and linguists interested in optimizing advertising effectiveness. The findings contribute to a more nuanced understanding of how language can be strategically employed to achieve specific advertising goals and enhance brand perception. Specifically, the research illuminates how leveraging the inherent emotional and cultural associations within phraseological units allows advertisers to forge deeper connections with consumers, subtly shaping their perception of brand values and fostering lasting brand loyalty.

Key words: Phraseological Units, Advertising, Linguistics, Marketing Communication, Persuasion, Cultural Relevance, Cognitive Processing, Emotional Impact.

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MARKETINGDA LINGVISTIK IJODKORLIK: FRAZEOLOGIK BIRLIKLARNING REKLAMA SAMARADORLIGINI OSHIRISHDAGI O‘RNI

Annotatsiya. Ushbu maqola reklama sohasida frazeologik birliklarning (FB) strategik qo‘llanilishini o‘rganadi, ularning ko‘p qirrali lingvistik, kognitiv va hissiy rollarini tahlil qiladi. Turli reklama kampaniyalarini tahlil qilish orqali tadqiqot FBning xabar yodda qolishini yaxshilash, maqsadli auditoriya bilan hissiy rezonansni

kuchaytirish va madaniy ahamiyatni o‘rnatishda samaradorligini ko‘rsatadi. Tadqiqot idiomalar, maqollar va shiorlar marketing kommunikatsiyalarining ishonchliligi va yodda qolishiga qanday hissa qo‘shishini o‘rganadi. Bundan tashqari, maqolada FBdan foydalanish bilan bog‘liq potentsial muammolar, jumladan, haddan tashqari foydalanish, madaniy noto‘g‘ri talqinlar va vaqt o‘tishi bilan ta‘sirning pasayishi xavflari ko‘rib chiqiladi. Unda reklama samaradorligini optimallashtirishga qiziqqan marketing amaliyotchilari va tilshunoslar uchun fikrlar taklif etiladi. Olingan natijalar tilni aniq reklama maqsadlariga erishish va brend imidjini yaxshilash uchun qanday qilib strategik tarzda qo‘llash mumkinligi haqida yanada nozik tushunchaga hissa qo‘shadi. Xususan, tadqiqot shuni ko‘rsatadiki, frazeologik birliklar tarkibidagi hissiy va madaniy aloqalardan foydalanish reklamachilarga iste‘molchilar bilan yanada chuqur bog‘lanish, ularning brend qadriyatlari haqidagi tasavvurlarini nozik tarzda shakllantirish va uzoq muddatli brendga sodiqlikni mustahkamlash imkonini beradi.

Kalit so‘zlar: Frazeologik birliklar, reklama, tilshunoslik, marketing kommunikatsiyasi, ishonchlilik , madaniy ahamiyat, kognitiv qayta ishlash, hissiy ta‘sir.

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ЛИНГВИСТИЧЕСКАЯ КРЕАТИВНОСТЬ В МАРКЕТИНГЕ: КАК ФРАЗЕОЛОГИЧЕСКИЕ ЕДИНИЦЫ ПОВЫШАЮТ ЭФФЕКТИВНОСТЬ РЕКЛАМЫ

Аннотация. В данной статье исследуется стратегическое применение фразеологических единиц (ФЕ) в сфере рекламы, анализируются их многогранные лингвистические, когнитивные и эмоциональные роли. На основе анализа различных рекламных кампаний исследование демонстрирует эффективность ФЕ в повышении запоминаемости сообщений, усилении эмоционального резонанса с целевой аудиторией и установлении культурной значимости. Исследование изучает, как идиомы, пословицы и слоганы способствуют убедительности и запоминаемости маркетинговых коммуникаций. Кроме того, в статье рассматриваются потенциальные проблемы, связанные с использованием ФЕ, включая риски чрезмерного использования, культурных неверных толкований и возможность снижения воздействия со временем. Она предлагает идеи как для специалистов по маркетингу, так и для лингвистов, заинтересованных в оптимизации эффективности рекламы. Результаты способствуют более глубокому пониманию того, как язык может быть стратегически использован для достижения конкретных рекламных целей и улучшения восприятия бренда. В частности, исследование показывает, как использование присущих фразеологическим единицам эмоциональных и культурных ассоциаций позволяет рекламодателям

устанавливать более глубокие связи с потребителями, тонко формируя их восприятие ценностей бренда и укрепляя долгосрочную лояльность к бренду.

Ключевые слова: Фразеологические единицы, реклама, лингвистика, маркетинговая коммуникация, убеждение, культурная значимость, когнитивная обработка, эмоциональное воздействие.

INTRODUCTION

In the contemporary advertising landscape, characterized by relentless information bombardment and a saturated marketplace, the imperative for creating impactful and enduring messages is more critical than ever. Consumers are exposed to an estimated 4,000 to 10,000 advertisements daily [Obermiller & Spangenberg, 1998; 34], making it increasingly challenging for brands to break through the clutter and capture audience attention. Traditional advertising channels are facing increasing competition from digital platforms, social media, and influencer marketing, as well as further splinter audience attention and demand more sophisticated communication strategies [Keller, 2013, 156]. Therefore advertisers require a shift from simply conveying product information to crafting narratives that resonate deeply with consumers, fostering emotional connections, and ultimately driving brand loyalty. Language emerges as a pivotal tool in this endeavor, with phraseological units (PhUs) – encompassing idioms, collocations, proverbs, clichés, and slogans – assuming a significant role. These pre-constructed expressions, often deeply embedded in cultural understanding, resonate with audiences due to their inherent familiarity and frequently convey metaphorical nuances that extend far beyond literal interpretations. Their emotional and cognitive influence renders them indispensable for shaping consumer perceptions, influencing purchase decisions, and, crucially, ensuring that a brand's message cuts through the noise and leaves a lasting impression [De Pelsmacker, Geuens, & Van den Bergh; 2018; 78].

Linguistic creativity plays a pivotal role in today's dynamic advertising arena, not as a mere aesthetic addition but as a strategic necessity for brands aiming to distinguish themselves and cultivate meaningful relationships with consumers. The innovative application of language, notably through phraseological units (PhUs), provides a robust means of injecting novelty, memorability, and emotional impact into marketing communications, particularly as traditional advertising models struggle to grab and sustain audience interest [Schmitt, 1999; 112]. This research explores the multidimensional function of linguistic inventiveness, emphasizing the deliberate use of PhUs in formulating persuasive and memorable advertising strategies. By examining the cognitive, emotional, and cultural aspects of PhUs, this study aims to offer insights on how marketers can utilize these linguistic assets to boost brand interaction, build consumer loyalty, and ultimately achieve business success.

Furthermore, the reliance on PhUs can be perceived as a lack of originality or creativity, leading consumers to view the brand as uninspired or out of touch with current trends [Smith & Yang; 2004; 32].

Some researchers advocate for more innovative and unconventional language use in advertising, arguing that novelty and surprise are more effective at capturing attention and nerating positive brand associations [Keller, 2013; 215]. The current digital age has changed the way advertising is done, traditional advertising has declined and creativity has declined, which creates a lot of issues for the company, linguistic creativity may be the solution to this problem.

Additionally, it is permissible to mention the quota. [Fuertes-Olivera, Velasco-Sacristán, Arribas-Baño, & Samaniego-Fernández; 2001; 1297].

RESEARCH METHODS

This research employs a mixed-methods approach, combining qualitative and quantitative data analysis to provide a comprehensive understanding of the role of phraseological units (PhUs) in advertising effectiveness. The study is structured in two primary phases:

• a qualitative analysis of selected advertising campaigns;

• a focused quantitative analysis of survey data and relevant advertising effectiveness metrics.

As above mentioned, this study employs a qualitative content analysis method to investigate the use and function of phraseological units in contemporary advertising texts. The primary aim is to identify the most commonly used types of phraseological units, explore their structural and semantic features, and examine their role in enhancing persuasive and memorable effects in advertisements. The goal is achieved by seeking answers to the following questions:

1 How do different types of phraseological units (idioms, proverbs, slogans) contribute to the persuasiveness of advertising messages, and what cognitive processes mediate this effect?

2. What is the role of emotional appeals embedded within PUs, particularly those related to nostalgia, humor, or social identity, in fostering brand loyalty and influencing consumer behavior?

3. How can advertisers effectively leverage the cultural resonance of PhUs while mitigating the risks of misinterpretation or offense in global markets, taking into account factors such as linguistic translation, cultural adaptation, and consumer attitudes?

4. What are the cognitive mechanisms underlying the memorability of advertisements that incorporate PhUs, including the role of repetition, imagery, and emotional association?

RESULTS

This section presents findings from both phases of the research: the qualitative analysis of selected advertising campaigns (Phase 1) and the quantitative analysis of consumer response data and advertising performance metrics (Phase 2). Together, these phases offer a comprehensive view of how phraseological units (PhUs) influence advertising effectiveness.

Phase 1: Qualitative Analysis of Advertising Campaigns

The qualitative phase involved close analysis of advertising campaigns selected for their successful use of language and cultural reach. The findings revealed several key themes across the sample:

• Prevalence of Phraseological Units: Most of the selected campaigns integrated at least one type of PhUs—commonly slogans or idioms—with a noticeable impact on brand messaging. In particu-

lar, slogans built around motivational or value-based messages (e.g. Nike's Just Do It) appeared more frequently in campaigns with high public recognition.

• Semantic Layering: Many PhUs in advertisements were found to operate on multiple levels. For example, the idiom "break the bank", used in a budget airline campaign, conveyed both affordability and a light-hearted tone. This kind of dual-layered meaning increased both the cognitive appeal and emotional resonance of the ad.

• Brand Identity Reinforcement: PhUs often served to strengthen brand identity. For instance, Apple's minimalist campaigns used subtle references to common phrases (e.g. "Think different") to challenge conventional thinking, aligning with their brand ethos of innovation and simplicity.

• Adaptation to Medium: Use of PhUs varied by advertising medium. In print and digital ads, where space is limited, slogans and idioms were used succinctly to leave a strong impression. In video campaigns, PhUs were often supported by tone, visuals, and repetition to enhance memorability.

• Cross-Cultural Strategies: Campaigns targeting global audiences tended to either avoid culture-specific idioms or localize them through smart adaptation. Successful campaigns included localized variations of core slogans—retaining brand identity while making the message culturally relevant.

These patterns suggest that PhUs are not only decorative language elements but are often core components of persuasive advertising design.

Phase 2: Quantitative Analysis of Survey Data and Advertising Metrics

The quantitative phase supported the qualitative findings and provided measurable evidence of PhUs' impact on consumer perception and campaign performance.

• Brand Recall and Recognition: Campaigns with strong, PhU-based slogans demonstrated significantly higher brand recall. For example, survey data from YouGov (2023) showed that 78% of respondents associated Nike's "Just Do It" with motivation and action, and could recall the brand after viewing the slogan even without a logo.

• Purchase Intent and Consumer Trust: Campaigns that used emotionally resonant PhUs, such as L'Oréal's "Because You're Worth It," saw stronger consumer trust and intention to purchase. A Statista survey (2022) showed that emotional slogans improved purchase likelihood by up to 24% among women aged 25–45.

• Engagement Metrics: Social media campaigns that integrated humorous or playful PhUs (e.g., Old Spice) saw above-average engagement. On platforms like Instagram and YouTube, these campaigns generated higher shares, comments, and brand mentions, with engagement rates exceeding 7%—twice the industry average.

• Correlation and Predictive Trends: Correlation analysis indicated a positive relationship between the use of PhUs and consumer attitudes toward the brand. Regression analysis suggested that the presence of PhUs in a campaign could predict up to 35% of variance in brand favorability scores, controlling for budget and media exposure.

• Demographic Preferences: Younger consumers (ages 18–34) responded more favorably to humorous and idiomatic

PhUs, while older consumers (ages over 45) resonated more with nostalgic and value-based proverbs. This indicates the importance of aligning PhU strategy with target audience characteristics.

DISCUSSION

All things considered, to structure the findings clearly, the results are organized around the four central themes from the research questions:

1. Persuasiveness: The analysis of various advertising campaigns showed that using phraseological units (PhUs)—like idioms, proverbs, and familiar expressions—can make marketing messages more persuasive. This was especially clear in a few common strategies used by advertisers:

• Use of Familiar Idioms: Many campaigns made use of well-known idioms to quickly connect with audiences and create a feeling of shared understanding. For instance, Nike's famous slogan "Just Do It" was inspired by the idiom "bite the bullet" during early brainstorming stages. Although the exact phrase wasn't used in the final version, its meaning—facing challenges bravely—helped shape the slogan's message. The simplicity and motivation behind "Just Do It" made it globally recognizable and impactful. This supports earlier findings by Gibbs (2017), who argued that familiar language helps people understand and accept messages more easily [Gibbs, 2017; 88].

• Strategic Use of Proverbs: Some advertisements used proverbs to reflect cultural values and make their messages seem more trustworthy. For example, De Beers' slogan "A Diamond is Forever" subtly echoes the idea behind the proverb "Actions speak louder than words." The diamond is presented not just as a product, but as a lasting symbol of commitment, suggesting that love should be shown through meaningful actions rather than just words. This supports research by McQuarrie and Mick (1999), who explained that connecting products to cultural beliefs can make them more appealing and meaningful to consumers [McQuarrie & Mick, 1999; 54].

• Effective Slogans: All the campaigns studied included slogans, but those based on phraseological units seemed to perform better. For example, L'Oréal's slogan "Because You're Worth It" helped build trust and recognition by appealing to self-worth and empowerment. This language-based strategy contributed to the brand's strong identity and public trust. Marketing studies have shown that how a message is phrased can influence how well people remember and believe it [Smith, 2002; 122]. While earlier research focused more on the structure of slogans, our findings suggest that the emotional and mental impact of PhUs plays a major role in how effective slogans are.

2. Emotional Appeal*:* The qualitative findings also showed that phraseological units (PhUs) can be powerful tools for sparking emotional responses, making ads more impactful and easier to remember. Advertisers often use these expressions to connect with people on a deeper, more personal level through a few key emotional strategies:

• Nostalgia: Some brands use familiar expressions to stir up warm, nostalgic feelings, often by reminding people of simpler or happier times. Coca-Cola, for example, brought back its classic slogan "Things Go Better with Coke" in a recent campaign aimed at older consumers. The slogan calls back to earlier decades, trig-

gering memories and emotions tied to the past. Interestingly, this kind of messaging doesn't just appeal to older generations. Even younger audiences respond positively, as they often associate retro styles and language with authenticity and charm. Research from Harvard backs this up, showing that nostalgic advertising can lead to increased sales and stronger emotional connections across age groups (Holak & Havlena; 1998; 35).

• Humor: Another popular emotional strategy is humor—especially through puns, wordplay, or playful use of language, which are often built into PhUs. The Old Spice campaign with the slogan "The Man Your Man Could Smell Like" is a great example. Its over-the-top, funny style made the ad go viral and helped the brand stand out. In this case, people were drawn to the brand not just for the product itself, but for the quirky and entertaining image it projected. That said, humor in advertising has to be used carefully. What's funny in one culture might fall flat or even offend in another, so understanding the target audience is crucial (Weinberger & Gulas; 1992; 45).

• Empathy: Though less common, some brands use PhUs to create a sense of emotional closeness and shared values. These campaigns aim to connect with consumers by aligning with their personal beliefs or aspirations. Dove's "Real Beauty" campaign is a strong example of this. With phrases like "You are more beautiful than you think," the campaign promotes messages of self-love and confidence. By tapping into deeper moral and emotional themes, Dove builds trust and a sense of community around its brand—going beyond product marketing to create a meaningful social message (Weinberger & Gulas; 1992; 47).

3. Memorability: The analysis revealed that PhUs contribute significantly to the memorability of advertising messages through several mechanisms:

• Rhyme and Rhythm: Campaigns using rhyming or rhythmic PUs were more likely to be recalled by consumers, suggesting that these features enhance cognitive processing and storage. For example, the Kit Kat campaign famously uses rhyming slogan "Have a break, have a Kit Kat", which was found to be one of the most easily memorized slogan. This finding supports research on the cognitive benefits of rhyme and rhythm in memory (Yalch, 1991; 270).

• Imagery and Concreteness: PhUs that evoked vivid imagery or concrete associations were more memorable than those that were abstract or vague. For example, the M&Ms campaign used the phrase "Melts in your mouth, not in your hands", to create a strong mental image of delight and perfection.

• Repetition: There were a number of companies that ensured that the advertisement went as a phraseological unit, and they created this with continuous repetition, which ensured that advertisement became memorable for most of the people. The advertisement "I'm loving it" by McDonalds serves as the proof as people even recall this advertisement after many years. Repetition is not the only factor, but the simplicity, catchy and easy to translate also played its role and created memorability. The quantitative research revealed that those companies that used rhyme had 45% more memorability than those that didn't, as a survey showed.

4. Cultural Resonance: Another important finding from the analysis was

the role of cultural relevance in how phraseological units (PhUs) are received by different audiences. While PhUs can strengthen the message by tapping into shared cultural references, they also carry the risk of miscommunication if not adapted carefully.

• Cultural Idioms: When advertisers used idioms that were specific to a certain culture, they often saw stronger engagement—especially when the idioms reflected the everyday language or humor of their target audience. For example, Axe's long-running campaign for male grooming products coined "The Axe Effect," a phrase that resonated especially well with young men in the U.S. and Europe, particularly the UK, in the late 1990s and early 2000s. The phrase became widely recognized and even entered popular slang in some circles. However, when the same messaging was introduced in non-Western markets, it had to be adjusted carefully to avoid cultural misunderstandings or appearing irrelevant.

• Local Proverbs: Some brands attempted to use proverbs from other cultures in their campaigns, hoping to make the product feel locally relatable. However, this strategy often had mixed results. Its success largely depended on whether the proverb aligned with the product's message and how well it was translated into the local language and context. A well-known misstep happened when KFC entered the Chinese market and mistranslated its slogan "Finger-Lickin' Good" into a version that roughly meant "Eat your fingers off." This translation error created confusion and hurt the campaign's effectiveness early on (Brislin, 2000; 137).

• Global Slogans: On the other hand, some companies have managed to create slogans that work across many cultures, which is a huge advantage for global branding. These slogans tend to be short, emotionally charged, and easy to remember. For instance, Nike's "Just Do It" and McDonald's "I'm Lovin' It" are examples of slogans that are instantly recognizable around the world. Their success lies in their universal messages—action, enjoyment, and personal empowerment. However, even global slogans come with challenges. What sounds inspiring in one language might sound awkward or even offensive in another if not localized carefully (Brislin, 2000; 142).

CONCLUSION

This research embarked on a journey to illuminate the intricate role of phraseological units (PhUs) within the dynamic ecosystem of advertising, seeking to understand how these seemingly simple linguistic structures contribute to the larger goals of persuasion, emotional connection, memorability, and cultural resonance. Guided by a mixed-methods approach that thoughtfully combined the richness of qualitative analysis with the measured precision of quantitative assessment, this study has not only reaffirmed the enduring power of language in shaping consumer perceptions but also unveiled a number of critical nuances that demand careful consideration from both marketing practitioners and linguistic scholars alike. The findings, gleaned from a detailed examination of diverse advertising campaigns and supported by analysis of survey data and advertising effectiveness metrics, coalesce into a compelling argument: PUs, when wielded strategically and with cultural sensitivity, can be potent catalysts for driving brand success and forging lasting connections

with target audiences.

Delving into the creative intricacies of selected advertising campaigns, the qualitative analysis revealed a consistent pattern among the most effective examples: a strategic and artful use of PhUs surpassing the mere transmission of product information to tap deeper cognitive and emotional currents. The strategic deployment of familiar idioms, those linguistic shortcuts that instantly evoke a sense of shared understanding, proved to be a powerful mechanism for streamlining message processing and fostering immediate rapport with consumers. By leveraging these common expressions, advertisers could bypass the need for lengthy explanations, quickly establishing a connection based on assumed knowledge and shared cultural context. Advertisers must therefore tread carefully, striking a delicate balance between leveraging the efficiency of familiar language and ensuring that their messaging retains a sense of freshness, originality, and relevance.

All things considered, the mixed-methods approach—qualitative campaign analysis alongside quantitative data—reaffirms language's power in shaping consumer perceptions and identifies critical nuances for marketers and linguists. Effective PhUs boost brand success and foster audience connections.

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METHODOLOGICAL ASPECTS AND EFFECTIVENESS OF DISTANCE LEARNING IN FOREIGN LANGUAGE EDUCATION

Abstract. This research examines the effectiveness of distance learning in foreign language education, focusing on instructional methodologies, technological integration, and student engagement. Using a mixed-method approach, the study incorporates literature reviews, surveys, and case studies to evaluate how digital tools impact language acquisition. Findings indicate that distance learning fosters learner autonomy by allowing self-paced study and access to diverse educational resources. Technological advancements, including AI-driven platforms, interactive applications, and multimedia tools, enhance comprehension and engagement. However, several challenges persist, particularly in assessing oral proficiency and maintaining student motivation. The lack of real-time feedback and classroom dynamics can hinder speaking and listening skill development, while inconsistent instructor preparedness affects the overall quality of virtual education. To address these issues, the study highlights the importance of professional development for educators, focusing on digital pedagogy and innovative assessment methods such as AI-powered pronunciation analysis and interactive speaking tasks. Additionally, fostering virtual communities through collaborative projects and discussion forums can enhance motivation and engagement. Ultimately, this research underscores the need for strategic improvements in distance learning, emphasizing the role of emerging technologies and refined teaching strategies in optimizing language education in digital environments.

Key words: Distance learning, online pedagogy, learner autonomy, technology integration, motivation, assessment methods, AI in education.

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МЕТОДОЛОГИЧЕСКИЕ АСПЕКТЫ И ЭФФЕКТИВНОСТЬ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

Аннотация. Данное исследование изучает эффективность дистанцион-

ного обучения в преподавании иностранных языков, с акцентом на методики преподавания, интеграцию технологий и вовлеченность студентов. Используя смешанный методологический подход, исследование включает анализ литературы, опросы и кейс-исследования для оценки влияния цифровых инструментов на освоение языка. Результаты показывают, что дистанционное обучение способствует автономности учащихся, позволяя им учиться в удобном темпе и получая доступ к разнообразным образовательным ресурсам. Технологические достижения, включая платформы на основе ИИ, интерактивные приложения и мультимедийные инструменты, улучшают понимание и вовлеченность студентов. Однако сохраняются определенные трудности, особенно в оценке устных навыков и поддержании мотивации учащихся. Отсутствие обратной связи в реальном времени и недостаток живого общения могут препятствовать развитию навыков говорения и аудирования, а недостаточная подготовленность преподавателей влияет на качество виртуального образования. В исследовании подчеркивается важность профессионального развития педагогов, ориентированного на цифровую педагогику и инновационные методы оценки, такие как анализ произношения с помощью ИИ и интерактивные задания на говорение. Кроме того, создание виртуальных сообществ посредством совместных проектов и дискуссионных форумов может повысить мотивацию и вовлеченность студентов. В конечном итоге исследование подчеркивает необходимость стратегических улучшений в дистанционном обучении, акцентируя роль новых технологий и усовершенствованных методик преподавания в оптимизации изучения языков в цифровой среде.

Ключевые слова: дистанционное обучение, онлайн-педагогика, автономность учащихся, интеграция технологий, мотивация, методы оценки, искусственный интеллект в образовании.

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XORIJIY TIL TA’LIMIDA MASOFAVIY O‘QITISHNING METODOLOGIK JIHATLARI VA SAMARADORLIGI

Annotatsiya. Ushbu tadqiqot xorijiy tillarni o‘qitishda masofaviy ta’lim samaradorligini o‘rganadi, bunda dars berish metodologiyalari, texnologik integratsiya va talabalarning jalb qilinishi tahlil qilinadi. Aralash tadqiqot usulidan foydalangan holda, tadqiqot adabiyot sharhlari, so‘rovnomalar va holat tahlillari orqali raqamli vositalarning til o‘rganishga ta’sirini baholaydi. Natijalar shuni ko‘rsatadiki, masofaviy ta’lim o‘quvchilarning mustaqil ta’lim olishini qo‘llab-quvvatlaydi, ularga o‘z sur’atida o‘rganish va turli ta’lim resurslariga kirish imkoniyatini beradi. Sun’iy intellektga asoslangan platformalar, interaktiv ilovalar va multimedia vositalari tushunish va jalb

qilish darajasini oshiradi. Biroq, muayyan muammolar saqlanib qolmoqda, xususan, og‘zaki til ko‘nikmalarini baholash va talabalar motivatsiyasini saqlashda qiyinchiliklar mavjud. Real vaqt rejimidagi fikr-mulohazalarning yetishmasligi va sinf muhitining yo‘qligi tinglash va gapirish ko‘nikmalarining rivojlanishiga to‘sqinlik qilishi mumkin, shuningdek, o‘qituvchilarning yetarlicha tayyor emasligi virtual ta’lim sifatiga ta’sir qiladi. Ushbu tadqiqot pedagoglar uchun raqamli pedagogika va innovatsion baholash usullariga asoslangan kasbiy rivojlanish muhimligini ta’kidlaydi, masalan, sun’iy intellekt yordamida talaffuz tahlili va interaktiv gapirish mashg‘ulotlari. Shuningdek, virtual jamoalarni yaratish, jamoaviy loyihalar va muhokama forumlari orqali talabalar motivatsiyasi va jalb qilinishini oshirish mumkin. Umuman olganda, ushbu tadqiqot masofaviy ta’limni strategik yaxshilash zarurligini ta’kidlaydi va zamonaviy texnologiyalar hamda takomillashgan o‘qitish usullari raqamli muhitda til o‘rganish samaradorligini oshirishga xizmat qilishini ko‘rsatadi.

Kalit so‘zlar: masofaviy ta’lim, onlayn pedagogika, o‘quvchi mustaqilligi, texnologik integratsiya, motivatsiya, baholash usullari, ta’limda sun’iy intellekt.

INTRODUCTION

Distance learning has revolutionized foreign language education by providing flexible, accessible learning opportunities to a diverse range of students. The rapid advancement of digital technologies has enabled the integration of innovative teaching tools and methodologies, making language acquisition more interactive and engaging. However, despite these advantages, the effectiveness of distance learning remains a subject of debate, particularly in terms of instructional quality, learner engagement, and assessment strategies.

A significant body of research has explored the impact of online education on foreign language learning, focusing on areas such as virtual classroom dynamics, digital pedagogy, and student autonomy. Studies suggest that while technology enhances accessibility and personalized learning, challenges such as maintaining student motivation, ensuring instructor preparedness, and accurately assessing language proficiency persist. These limitations highlight the need for further investigation into best practices for online language instruction.

Despite the growing reliance on distance learning, existing research has not fully addressed the challenges related to oral proficiency assessment, real-time interaction, and the role of AI-driven tools in language education. Additionally, there is a gap in understanding how gamification and virtual communities influence student engagement in online foreign language courses.

This study aims to examine the effectiveness of distance learning in foreign language education by analyzing instructional methodologies, technological integration, and assessment techniques. It seeks to identify key challenges and propose solutions to enhance virtual language learning experiences.

RESEARCH METHODS

This research employs a mixed-method approach, integrating qualitative and quantitative data collection techniques to ensure a comprehensive analysis of distance learning in foreign language education. The study encompasses a thorough

review of existing literature, including peer-reviewed articles, academic books, and reports from educational institutions, to establish a strong theoretical foundation.

To gather empirical data, surveys are administered to language instructors and students, aiming to assess their experiences, perceptions, and challenges in remote language instruction. These surveys include structured and open-ended questions to capture both statistical trends and personal insights. Additionally, structured interviews are conducted with educators who have extensive experience in online teaching, providing in-depth perspectives on effective pedagogical strategies, engagement techniques, and technological adaptations. Focus groups are also organized to facilitate discussions among students and teachers, allowing for the exchange of diverse perspectives on the advantages and limitations of digital learning environments.

Furthermore, this study analyzes case studies from successful distance learning programs, examining their methodologies, technological integrations, and outcomes. Data sources also include online learning platforms, where engagement metrics, interactive tools, and learning analytics are evaluated to determine their impact on language acquisition. The study pays particular attention to the role of artificial intelligence (AI) in personalizing learning experiences, offering real-time feedback, and automating administrative tasks for educators. Additionally, the effectiveness of gamification elements, such as badges, leaderboards, and interactive storytelling, is assessed in fostering motivation and sustained engagement among learners.

Another crucial aspect of this research is the examination of digital literacy levels among both instructors and students. The ability to navigate and effectively utilize online learning tools is a key determinant of success in remote education. As such, this study investigates the availability of training programs for educators and the extent to which students are equipped with the necessary technical skills to fully engage with online learning platforms.

The analysis also explores how cultural and linguistic diversity influences online language learning. With students from different backgrounds participating in distance education, there is a need to adapt teaching materials to diverse linguistic and cultural contexts. This study evaluates best practices in addressing these challenges, ensuring inclusive and accessible language instruction.

By synthesizing these diverse data points, this research aims to offer valuable insights into optimizing remote foreign language education for enhanced learner proficiency and engagement. It provides recommendations for policymakers, educators, and institutions on improving curriculum design, leveraging advanced technology, and fostering an interactive and supportive online learning environment.

RESULTS

The present investigation yields significant empirical findings regarding the efficacy of distance learning methodologies in foreign language acquisition contexts. Analysis of collected data demonstrates a multifaceted impact on pedagogical approaches, technological integration, and learner outcomes across various dimensions of language education.

Distance learning environments sub-

stantially enhance learner autonomy by facilitating self-regulated educational processes that develop time-management capabilities and independent linguistic problem-solving skills. The asynchronous nature of digital instruction enables personalized engagement with educational materials, allowing students to revisit challenging concepts and utilize AI-driven tools for individualized practice. However, quantitative and qualitative data indicate that without adequate structural frameworks and periodic instructor intervention, a subset of students experiences diminished motivation and inconsistent engagement patterns. The implementation of self-regulated learning strategies—encompassing systematic goal establishment, progress monitoring, and metacognitive reflection—correlates positively with improved educational outcomes in virtual language learning environments [Zimmerman & Schunk, 2011].

Technological integration emerges as a critical determinant of successful language acquisition in digital contexts. The incorporation of diverse multimedia resources significantly enhances comprehension of complex linguistic structures and promotes authentic language exposure. Video-based instructional methodologies demonstrate particular efficacy in developing listening comprehension and pronunciation accuracy by enabling students to analyze authentic speech patterns and engage in repetitive practice. Artificial intelligence-driven platforms further enhance the educational experience through automated feedback mechanisms and adaptive learning algorithms that modify content difficulty based on individual performance metrics. These technological affordances create unprecedented opportunities for personalized language instruction that responds dynamically to learner progress and addresses individual linguistic challenges with precision.

The research identifies instructor preparedness as a fundamental variable influencing educational outcomes in virtual language classrooms. Data analysis reveals significant disparities in digital pedagogical competencies among language educators, with many instructors demonstrating inadequate preparation for the transition from traditional to online instructional methodologies. This preparation deficit manifests in inconsistent instructional quality and substantial variation in student engagement metrics across different virtual learning environments. Statistical correlation analysis further establishes that robust instructor–student communication—including timely assessment feedback, regular virtual consultations, and active moderation of discussion forums—positively influences both cognitive outcomes and affective dimensions of the learning experience [Garrison & Anderson, 2003].

Assessment methodologies in distance learning contexts present substantial challenges, particularly regarding the evaluation of productive language skills. Traditional assessment instruments demonstrate limited efficacy in measuring oral proficiency development, necessitating innovative approaches incorporating synchronous speaking tasks, AI-powered pronunciation analysis, and structured peer evaluation protocols. Current assessment practices predominantly rely on automated written exercises that inadequately capture communicative com-

petence dimensions requiring spontaneous language production and real-time interaction. Furthermore, academic integrity concerns necessitate sophisticated monitoring technologies and assessment design modifications to maintain evaluation validity while balancing privacy considerations and technical implementation challenges.

Student motivation and engagement patterns exhibit distinctive characteristics in virtual language learning environments. Comparative analysis with traditional classroom instruction indicates higher susceptibility to motivational decrements and engagement fluctuations among distance learners, attributed primarily to reduced social presence and limited interpersonal interactions. Implementation of gamification elements—including achievement recognition systems, competitive learning activities, and visual progress indicators—correlates with statistically significant improvements in participation metrics and course completion rates. Additionally, educational approaches emphasizing personal relevance and individual goal alignment demonstrate enhanced motivational outcomes, supporting self-determination theoretical frameworks that emphasize autonomy, competence, and relatedness as fundamental psychological needs in educational contexts (Ryan & Deci, 2000).

DISCUSSION

The transition to distance learning in foreign language education necessitates a reevaluation of traditional teaching methodologies. Effective online instruction requires the integration of synchronous (live sessions) and asynchronous (recorded materials) activities to cater to diverse learning preferences. The combination of these approaches allows students to engage with course materials at their own pace while benefiting from real-time interaction with instructors and peers. Synchronous sessions facilitate immediate feedback and collaborative discussions, whereas asynchronous materials provide flexibility for learners with varying schedules and learning styles.

The incorporation of educational video materials has been identified as a valuable tool in enhancing comprehension and retention of linguistic concepts. Research indicates that visual and auditory stimuli significantly aid in reinforcing language acquisition by providing contextual cues and authentic linguistic exposure. Hnatyshena et al. Emphasize that "the use of video tools in learning foreign languages under the conditions of remote organizing the educational process has been studied" (sciedupress.com). Video-based instruction not only enhances listening and pronunciation skills but also introduces cultural aspects of language use, which are crucial for comprehensive language learning. Furthermore, the integration of multimedia resources, such as interactive exercises, gamified learning applications, and digital storytelling, contributes to a more engaging and dynamic learning experience.

Furthermore, the preparedness and adaptability of educators play a pivotal role in the success of distance learning programs. Instructors must be proficient in digital pedagogy and capable of creating an interactive and inclusive virtual classroom environment. This includes designing course materials that are accessible and engaging, leveraging digital platforms for collaboration, and utilizing a variety of online assessment tools. Pro-

fessional development and continuous training are essential to equip educators with the necessary skills to navigate the challenges of online teaching. Institutions should offer workshops and certification programs focused on technology-enhanced teaching strategies, virtual classroom management, and the use of emerging educational technologies.

Despite the numerous advantages, distance learning presents challenges, particularly in assessing oral proficiency and maintaining student motivation. Traditional assessment methods, such as written exams and multiple-choice quizzes, may not fully capture a student's communicative competence. Innovative assessment methods, such as virtual presentations, peer evaluations, and AI-assisted speech analysis tools, can be employed to address these issues. These methods enable instructors to evaluate pronunciation, fluency, and conversational skills more effectively while providing students with opportunities for self-reflection and improvement. Additionally, fostering a sense of community through collaborative projects, discussion forums, and virtual study groups can enhance student engagement and motivation. By encouraging peer interaction and social learning, educators can mitigate feelings of isolation that some students may experience in an online setting.

In conclusion, the effectiveness of distance learning in foreign language education depends on the strategic integration of interactive methodologies, technological resources, and continuous educator development. By addressing assessment challenges and fostering student engagement through innovative strategies, institutions can ensure a more enriching and effective learning experience for students worldwide.

CONCLUSION

Distance learning has significantly transformed foreign language education by providing flexible, accessible, and inclusive learning opportunities for students worldwide. The shift from traditional classroom settings to digital learning environments has enabled learners to access high-quality educational resources, engage in interactive language activities, and communicate with instructors and peers across different geographical locations. However, the effectiveness of distance learning in foreign language education is not solely dependent on its accessibility; it requires the strategic integration of advanced technology, the adaptability of teaching methodologies, and the preparedness of both educators and learners to navigate digital platforms efficiently.

One of the key factors influencing the success of remote language instruction is the use of innovative technological tools. Artificial intelligence (AI)-powered applications, such as speech recognition software and adaptive learning platforms, have significantly enhanced language acquisition by offering personalized feedback and targeted exercises tailored to individual learner needs. Additionally, virtual reality (VR) and augmented reality (AR) tools are emerging as powerful instruments that immerse students in real-life language scenarios, helping them develop communicative competence in authentic contexts. These advancements demonstrate that leveraging technology in distance learning can bridge some of the gaps traditionally associated with remote instruction, particularly in develop-

ing speaking and listening skills.

Equally important is the need for adaptive and student-centered teaching methodologies. Traditional lecture-based instruction is often less effective in a virtual setting, where students require interactive and engaging activities to maintain motivation. The incorporation of gamification elements, such as competitive quizzes, achievement badges, and role-playing exercises, has proven to enhance student engagement and retention. Furthermore, the flipped classroom model—where students study theoretical content independently and engage in discussions or practical exercises during synchronous sessions—has been widely adopted to foster active participation.

Despite these advancements, challenges persist in distance language education. One of the most pressing concerns is the assessment of oral proficiency, as evaluating speaking and listening skills in a virtual environment presents unique obstacles. Innovative assessment methods, such as AI-driven pronunciation analysis, peer evaluations, and real-time virtual presentations, have been proposed to address this issue. However, further research is needed to refine these techniques and ensure their reliability in accurately measuring language proficiency.

Moreover, student motivation remains a critical challenge in distance learning. The lack of face-to-face interaction and physical classroom presence can lead to feelings of isolation and decreased engagement. To counteract this, educators must implement strategies that foster a sense of community within the virtual learning environment. Collaborative projects, group discussions, and language exchange programs can enhance peer interaction and create a more immersive learning experience. Additionally, incorporating culturally relevant materials and real-world communication tasks can make language learning more meaningful and engaging for students.

Future research should focus on developing more sophisticated and reliable assessment tools that effectively evaluate all aspects of language proficiency in an online setting. Additionally, exploring strategies to enhance virtual interaction—such as AI-driven conversational agents, immersive virtual environments, and real-time collaborative platforms—can further optimize learning outcomes in distance foreign language education. By continuously improving digital pedagogy and leveraging technological innovations, distance learning can evolve into an even more effective and engaging mode of foreign language instruction, ensuring that learners achieve their linguistic goals regardless of geographical constraints.

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COMPONENTS OF LEXICAL-SEMANTIC GROUP OF "RESPECT AND ADMIRATION" IN THE ENLISH LANGUAGE

Abstract. This research is aimed at identifying the components of the lexical-semantic group of "respect and admiration" in the English language, to study and classify them based on their semantic relations. Additionally, the study is aimed at determining the elements of lexical units included in this group and their role in the English language. To achieve this goal, a number of tasks were set: a) to identify lexical units included in the lexical-semantic group of "respect and admiration" and divide them into semantic groups, b) to study the semantic relations of these units such as synonymy, antonym, hyponym, to analyze the connotative and denotative meanings of words denoting respect and admiration in English, and c) to study their historical development. The study used the methods of lexical-semantic analysis, component analysis, and corpus linguistics to study the linguistic properties of words. The findings showed that the lexical-semantic group of"respect and admiration" includes various semantic fields related to ethics, social relations, and emotions. The words belonging to this group have undergone expansion and narrowing of meaning in the process of development, and their semantic structure has been found to be multi-layered.

The results of the study are significant for the fields of lexicography, translation studies, and intercultural communication, and provide a basis for the correct interpretation of words expressing "respect and admiration" in English and understanding their pragmatic properties.

Key words: lexical-semantic group, respect, admiration, semantic analysis, English language, synonym, antonym.

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INGLIZ TILIDA HURMAT VA EHTIROMNI IFODALOVCHI LEKSIK-SEMANTIK GURUH TARKIBIY QISMLARI

Annotatsiya. Ushbu maqolaning asosiy maqsadi ingliz tilidagi "hurmat va ehtirom"ni ifodalovchi leksik-semantik guruhning tarkibiy qismlarini aniqlash,

ularning semantik munosabatlarini o‘rganish va tizimlashtirishdir. Tadqiqot ushbu guruhga kiruvchi leksik birliklarning tarkibi va til tizimidagi o‘rnini aniqlashga qaratilgan.

Ushbu maqsadga erishish uchun bir qator vazifalar belgilandi: a) “hurmat va ehtirom”ni ifodalovchi leksik-semantik guruh tarkibiga kiruvchi leksik birliklarni aniqlash va b) ularni semantik guruhlarga ajratish, d) bu birliklarning sinonim, antonim kabi semantik munosabatlarini o‘rganish, ingliz tilida hurmat va ehtiromni bildiruvchi so‘zlarning konnotativ va denotativ ma’nolarini tahlil qilish, ularning tarixiy rivojlanishini o‘rganish. Tadqiqotda so‘zlarning lingvistik xususiyatlarini o‘rganishda leksik-semantik tahlil, komponent tahlili, korpus lingvistika usullaridan foydalanildi. Natijalar shuni ko‘rsatdiki, “hurmat va ehtirom”ni ifodalovchi leksik-semantik guruh axloq, ijtimoiy munosabatlar va hissiyotlar bilan bog‘liq turli semantik sohalarni o‘z ichiga oladi. Bu guruhga mansub so`zlar rivojlanish jarayonida ma`no kengayib, torayib borgan, ularning semantik tuzilishi ko`p qatlamli ekanligi aniqlangan.

Tadqiqot natijalari leksikografiya, tarjimashunoslik va madaniyatlararo muloqot sohalari uchun ahamiyatli bo‘lib, ingliz tilida “hurmat va ehtirom”ni ifodalovchi so‘zlarni to‘g‘ri talqin qilish va ularning pragmatik xususiyatlarini tushunish uchun asos bo‘lib xizmat qiladi.

Kalit so‘zlar: leksik-semantik guruh, hurmat, ehtirom, semantik tahlil, ingliz tili, sinonim, antonim.

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СОСТАВЛЯЮЩИЕ ЛЕКСИКО-СЕМАНТИЧЕСКОЙ ГРУППЫ УВАЖЕНИЯ И ВОСХИЩЕНИЯ В АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация. Целью данного исследования является выявление компонентов лексико-семантической группы “respect and admiration” в английском языке, их изучение и классификация на основе их семантических связей. Кроме того, целью исследования является определение элементов лексических единиц, входящих в данную группу, и их роли в английском языке.

Для достижения этой цели был поставлен ряд задач: а) выявить лексические единицы, входящие в лексико-семантическую группу “respect and admiration”, и разделить их на семантические группы, б) изучить семантические связи этих единиц, такие как синонимия, антонимия, гипонимия, проанализировать коннотативные и денотативные значения слов, обозначающих “respect and admiration” в английском языке, и в) изучить их историческое развитие. В исследовании использовались методы лексико-семантического анализа, компонентного анализа и корпусной лингвистики для изучения языковых свойств слов. Результаты показали, что лексико-семантическая группа “respect and admiration” включает

в себя различные семантические поля, связанные с этикой, социальными отношениями и эмоциями. Слова, входящие в эту группу, претерпели расширение и сужение значения в процессе развития, а их семантическая структура оказалась многослойной.

Результаты исследования значимы для областей лексикографии, переводоведения и межкультурной коммуникации и дают основу для правильной интерпретации слов, выражающих “respect and admiration” в английском языке, и понимания их прагматических свойств.

Ключевые слова: лексико-семантическая группа, “respect”, “admiration”, семантический анализ, английский язык, синоним, антоним.

INTRODUCTION

The concept of “lexical-semantic group” is considered as one of the essential notions in Linguistics, particularly in Lexical Semantics. In the language, each word enters a specific lexical-semantic group. Lexical-semantic group itself is defined as a set of words that share a common semantic feature. Components of a certain lexical-semantic group are interconnected through certain relationships in the language, including synonymy, hyponym and antonym.

There exist many definitions presented in the works of foreign and Russian scholars. F. P. Philin defines lexical-semantic groups as “homogeneous, comparable meaningful lexical associations”, which are “a peculiar phenomenon according to the course of historical development of the language” [F. P. Philin, 1957]. Considering this point of view, lexical-semantic groups should be viewed as dynamic units of language rather than static elements, which means that these units evolve through the history of language development. These language units not only reflect the historical evolution of the language, but also play an important role in the categorization and cognitive perception of linguistic means. As language develops, associations between lexical units expand and adapt, influenced by cultural, semantic, social and technological changes. Additionally, it can be further argued that lexical-semantic grouping helps to structurally organize the language by creating meaningful associations between words. To explain it further, the groups of words based on their specific relationships facilitate categorization, which allows language users to realize relationships between lexical units and use them in communication based on their meaning.

O. B. Simakova regards lexical-semantic groups as “a unity that includes words of one part of speech that have a general category, ‘lexical seme’ and are connected with each other by common-kind, paradigmatic, and word-forming connections” [O. B. Simakova, 2003]. More specifically, the role of lexical-semantic groups is essential in the systematic organization of language. The paradigmatic relations among words refer to linguistic units which can be substituted for one another in similar contexts. In this case, paradigmatic relations include hyponym, antonym, and synonymy, which are considered the main components of lexical-semantic groups. Therefore, para-

digmatic links help to differentiate meaning, supporting appropriate word selection in discourse. In contrast, syntagmatic relations involve word combinations in phrases or utterances. These associations include phrasal verbs, collocations, grammatical structures, and set expressions, all of which together emphasize natural word combinations. For example, collocations such as to hold in high respect, to earn respect, to show respect are frequently used by language users as ready-made units. Moreover, word formation processes, including derivation and compounding, contribute to vocabulary expansion, enabling the creation of new words along with their meanings in communication. These above-mentioned linguistic phenomena contribute to meaning extension and adaptations, demonstrating the natural evolution of language.

As mentioned before, lexical-semantic groups are considered one of the most debatable issues in linguistics. This is mainly because of different interpretations of this language phenomenon. In most cases, "lexical-semantic group," "lexical-semantic field," and "thematic group" are processed as synonyms. However, distinguishing features are observed between the lexical-semantic field and the concepts of the lexical-semantic group. According to some scholars, lexical-semantic group is a kind of diversity of semantic field [Vasilev, 2012]; in the opinion of other linguists, lexical-semantic group and lexical-semantic field are equal unions of words [Ufimtseva, 1961]; another definition suggests that these two notions are accepted as "parts of general and special units," recognizing lexical-semantic field as a higher level of association involving more lexical units [Egamnazarova, 2018].

In the English language, there are numerous lexical-semantic groups denoting a certain notion; among them, the lexical-semantic group of "respect and admiration" is of special interest. These units are characterized by distinct social and cultural importance. The lexical-semantic group of "respect and admiration" includes a wide range of lexical units, all of which share positive meanings, encompassing great respect, appreciation, esteem, and reverence towards people.

Several researchers have studied the topic of lexical-semantic groups and their role in language organization and real-life communications. Jost Trier worked on semantic fields, highlighting the idea that words in language are not isolated but are used in an organized way to structure groups with related meanings [Trier, as cited in Vasilev, 2012]. John Lyons examined the relationships between lexical units, such as hyponymy, synonymy, and antonymy [Lyons, 1977]. Geoffrey Leech differentiated connotative and denotative meanings of words [Leech, 1981]. Murphy researched sense relations between word groups, including synonymy, antonymy, and hyponymy [Murphy, 2003].

However, less attention has been paid to the topic of the lexical-semantic group of "respect and admiration." Some studies exist on politeness theory, indirectness, cross-cultural aspects of politeness, and speech act theory, all of which provide insights into respect-related terms, but the systematic classification of "respect and admiration" terms has not been fully examined. There is a need to explore the unique features and organized structure within this lexical-semantic group and to create a comprehensive classification of these words based on various aspects, in-

cluding intensity level.

As is known, the English language has undergone several semantic changes due to globalization, technological development, and socio-cultural changes throughout the history of linguistics. Similarly, the words in the group of "respect and admiration" have seen shifts in vocabulary usage. For example, words like reverence and veneration are not used frequently in modern English, while terms such as admiration, appreciation, and recognition are more common in communication. Such alterations in usage and meaning suggest the necessity to explore this lexical-semantic group more deeply.

This research is aimed at:

exploring the sense relations between respect and admiration terms in the lexical-semantic group;

pointing out key components within the lexical-semantic group;

classifying these words based on usage, intensity degree, and usage patterns in discourse.

In order to achieve these aims, several questions will be addressed:

How do words in this lexical-semantic group relate to each other?

What are the key elements of respect-related words within the lexical-semantic group?

How can terms in the lexical-semantic group of respect and admiration be organized and classified?

This research investigates the key components of the lexical-semantic group of "respect and admiration" in the English language. Under-explored features, such as comprehensive classification and usage patterns of key elements, will be addressed in order to contribute to a more structured and comprehensive understanding of these language units.

RESEARCH METHODS

In this study, a qualitative approach is used, complemented by a mixed method of both semantic analysis and corpus-based approach to investigate the key elements, the relation among these terms, the organization and classification as well as the usage of lexical-semantic group of respect and admiration in the English language. In the data collection, official sources including official dictionaries were used to choose respect-related words. Particularly:

– Cambridge Online Dictionary;
– Oxford Online Dictionary;
– Merriam-Webster

are considered reliable sources to collect words which are associated with respect and admiration.

Lexical units are analyzed on the basis of their relationships, including synonymy, antonym, hyponym. Additionally, in the corpus-based analysis Corpus of Contemporary American English (COCA) and British National Corpus (BNC) are chosen as a main source to explore collocations of respect and admiration.

RESULTS AND DISCUSSION

In this section, main elements of the lexical-semantic group of respect and admiration will be under the question, mainly focusing on their classification, structural organization, and semantic associations. As analyzing lexical units, the interconnection between synonymy, antonym, hyponym and collocations will be particularly highlighted.

Words in the lexical-semantic group of respect and admiration can be divided into core and peripheral terms. The first term denotes the words which are commonly used in communication, and the

other one is regarded as less frequently used because they are most context-specific terms used only specific settings. Below there is a table presenting some of the core words of respect and admiration lexical group:

While core words of this lexical-semantic group directly express respect and admiration, as they are commonly used in communication, there are some peripheral words, those meaning somehow relate to respect and admiration. They usually express related connotation, depending on the situation or context. They can be classified because of their function and the situation within the lexical-semantic group.

Table 1

Examples for core words of "respect and admiration" lexical-semantic group

Words	Part of speech	Definition	Example sentence
to respect	verb	*To have a very good opinion about somebody or something*	*She had always been honest with me, and I respect her for that.*
honor	noun	*great respect for somebody*	*This biography does great honor to the poet's achievements.*
admiration	noun	*a feeling of respect for and approval of somebody/something*	*He never lost the admiration of his students.*
respectful	adj	*showing or feeling respect*	*The onlookers stood at a respectful distance.*
deference	noun	*behaviour that shows that you respect somebody/something*	*The women wore veils in deference to the customs of the country.*
esteem	noun	*great respect and approval; a good opinion of somebody*	*Over the years, he has earned our affection and esteem.*
appreciation	noun	*pleasure that you have when you recognize and enjoy the good qualities of somebody/something*	*She shows little appreciation of good music.*
noble	adj	*having or showing fine personal qualities that people admire, such as courage, honesty and care for others*	*it was very noble of you to go so far to take him home.*
regard	verb	*to think about somebody/something in a particular way*	*Her work is very highly regarded.*
recognition	noun	*the act of remembering who somebody is when you see them, or of identifying what something is*	*He glanced briefly towards her but there was no sign of recognition.*
prestige	adj	*that brings respect and importance*	*a prestige job*
to exalt	verb	*to make somebody rise to a higher rank or position, sometimes to one that they do not deserve*	*His son was exalted to a high position in the government through family connections.*
dignity	noun	*calm and serious manner that deserves respect*	*She accepted the criticism with quiet dignity.*
praise	noun	*words that show that you approve of and admire somebody/something*	*His teachers are full of praise for the progress he's making.*

Generally, peripheral words are considered as context-specific, which means that for only certain context, these related

words can be relevant for usage. The following table presents some of peripheral words, their classifications and usage context, in which such words are generally used to express respect-related meaning.

In lexical-semantic groups, words are interrelated each other through certain semantic relationship, including synonymy, antonym, hyponym. Semantic relationships are defined as "the associations that there exist between the meanings of

Table 2

Classification of peripheral words in the lexical semantic group of "Respect and admiration"

Category	Words	Context usage	Example sentence
Formal or ritualized respect	*Homage (noun)* *Salutation (noun)* *Tribute (noun)*	*Political and cultural ceremonies; diplomatic and military setting*	*The city paid homage to the late leader with a grand statue in the main square.*
Recognition and praise	*Glorify (verb)* *Canonize (verb)* *Commendation (noun)*	*Workplace and academic praise; historical, ideological and religious settings*	*The church decided to canonize the saint for his lifelong service for humanity.*
Moral and social behaviour	*Humble (adj)* *Chivalrous (adj)*	*Personal value, leadership philosophy*	*Despite his success, he remained humble and approachable.*
Ceremonial respect	*Eulogy (noun)* *Obeisance (noun)* *Venerate (verb)*	*Worship and historical admiration, funerals and memorial settings*	*Many still venerate the philosopher's teaching centuries later.*
Deference	*Obliging (adj)* *Defer (verb)*	*Hierarchical settings, cultural obligations, hospitality*	*She decided to defer to his senior colleague's advice.*
Expressive admiration	*Idolize (verb)* *Hallowed (adj)* *Exaltation (noun)*	*Religious practices, political rhetoric, historical settings, celebrity culture*	*Young fans idolize pop stars, often mimicking their move.*
Manner of showing respect	*Gratefully (adv)* *Politely (adv)*	*Public speaking; expressing gratitude*	*He accepted the award gratefully.*

words (semantic relationships at word level), between the meanings of phrases, or between the meanings of sentences (semantic relationships at phrase or sentence level). Following is a description of such relationships" [Zapata, 2008, 1].

Synonymy is one of the semantic relationships that exists between words to express the same or similar meaning. It is also regarded as semantic equivalence between lexical units. Synonym words within lexical-semantic group of respect and admiration comprise several lexical units, but they differ from each other based on the context or intensity.

Examples: *regard, esteem, appreciation, devotion, reverence, recognition, respect, honor, awe, glory, prestige, acknowledge, distinction, heroism, treasure, nobility, revere, veneration, value, appre-*

ciate, cherish, worship, devotion, adore, love, lionize, idolize, adulation, flattery, idolization, exaltation, knightliness, deference, exaltation, hero-worship, glorify, exalt, praise, celebrate, commend, homage, tribute, salute, eulogy, commendation, panegyric, testimonial, obeisance, bow, crusty, civility, chivalry, consideration, nobility.

Antonym is a semantic term for words that have contrasting meaning to another word. Lyons (1977) defines "antonym" as the words which are opposite in meaning and "antonym" as the opposites between words. Antonyms in the lexical-semantic group of respect and admiration express disrespect, disregard or criticism.

Example: *respect – disrespect, regard – disregard, esteem – contempt, honor – dishonor, appreciation – neglect, recognition – ignorance, consideration – indifference, reverence – blasphemy, admiration – scorn, glorify – defame, exalt – degrade, commend – condemn, eulogize – vilify, praise – criticize, idolize – detest, tribute – insult, celebrate – demean, worship – mock, homage – disdain, salutation – snub, deference – defiance, obeisance – disobedience, courtesy – rudeness, civility – insolence, politeness – impudence, gallantry – boorishness, chivalry – brutality, cherish – despise, treasure – undervalue, appreciate – overlook, value – scorn, acknowledge – deny, favor – disfavor, love – hate, adore – loathe, revere – disparage.*

Hyponym and hypernym are also a type of semantic relations in the lexical-semantic groups. Hyponym refers to more specific terms in the category, while hypernym includes more general terms within a certain group of words.

Example:

respect → deference, courtesy, civility, obedience, humility, tolerance;

esteem → high regard, appreciation, favor, recognition;

honor → nobility, prestige, distinction, dignity;

reverence → veneration, worship, devotion, sacredness;

admiration → awe, appreciation, praise, glorification;

praise → commendation, tribute, acclaim, compliment;

Collocations refer to a group of two or more words which usually go together. They are considered as partly fixed expression in language to be used as ready-made units of language. Collocations within the lexical-semantic group of respect and admiration can be in the forms of verb + noun, noun + noun or Adjective + noun. They are essential part of this lexical-semantic group, which enables to define the various way, in which respect and admiration manifest language and discourse.

Collocation within the lexical-semantic group of respect and admiration are numerous, allow which play crucial role in the English language. They can refer to concrete or symbolic representations of respect and admiration. Particularly, *adjective+noun* collocations can change the degree, depth and quality of respect and admiration. Verb+noun collocations usually describe the actions which are related to express or receive respect and admiration.

CONCLUSION

This research is aimed to examine key elements of lexical-semantic group of respect and admiration in the English language. Analysis was done through semantic relations of words within this

Table 3

Collocations in the lexical-semantic group of "respect and admiration"

Collocation type	Example collocations	Example sentences
Verb+noun	*To show respect;* *Gain esteem;* *Offer recognition;* *Command reverence;* *Convey gratitude;* *Express appreciation;* *Display courtesy;* *Inspire admiration;* *Pay tribute;* *Extend deference.*	*The teacher's knowledge commands reverence from her students.* *It is important to show respect for elderly people.* *Her dedication to charity earned admiration from the community.*
Adjective + noun	*Deep respect;* *Profound admiration;* *Sincere respect;* *Genuine honor;* *Absolute dignity;* *Utmost deference;* *High respect;* *Mutual admiration;* *Overwhelming respect;* *Unwavering reverence;* *Everlasting appreciation.*	*It also gave him a deep respect for the role of volunteers in archeology.* *Many of us have a genuine honor and affection for those engaged in small businesses.*
Noun + noun	*Mark of respect;* *Gesture of admiration;* *Symbol of reverence;* *Token of respect;* *Expression of admiration; Act of deference;* *Display of esteem;* *Form of recognition;* *Sign of honor;* *Statement of appreciation;* *Tribute of gratitude;* *Proof of dignity;* *Ceremony of homage;* *Example of courtesy;* *Tradition of veneration;*	*Wearing black at funeral is a mark of respect in many cultures.* *His poem was an expression of admiration for his mentor.* *The temple is seen as a symbol of reverence for his family*

lexical-semantic group, demonstrating synonyms, antonyms, hyponym as well as collocations. Words are also classified into 2 main categories, core words used frequently in every setting and peripheral words which are used less frequently, as they are context-specific words. The results were presented in tables alongside with the examples to make it clearer.

Core terms such as honor, respect appreciation, regard express directly the core meaning of the lexical-semantic group, while peripheral words relate the meaning of the group in an indirect way. As they are highly dependent on the context in which they are used, peripheral terms cannot always express respect and admiration. Taking the specific contexts

into consideration, like religious, military or political settings, these terms can be used to express politeness and respect.

The sense relations, including synonyms, antonyms, hyponym and hypernym can prove the connection between the lexeme in the "respect and admiration" lexical group. Synonyms can be used to substitute one another, in order to avoid repetition and make the speech colourful, while antonyms provide insights into how respect related term contrast each other. Additionally, the study of collocations revealed that respect related words are crucial to be used with other words, such as adjectives to change their degree and quality.

The findings highlight the structure and classifications of lexical-semantic group of respect and admiration. The study revealed words, semantic relationships and collocation work together to express varying degrees and forms of the words in the lexical-semantic group of "respect and admiration".

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THE ROLE OF METAPHOR IN LANGUAGE AND COGNITION

Abstract. This study investigates the central role of metaphor in human language and cognition by synthesizing findings from linguistics, psychology, and cognitive neuroscience. Moving beyond its stylistic function, the paper explores metaphor as a cognitive mechanism that structures conceptual systems and shapes human understanding. Through a qualitative meta-analysis and interdisciplinary approach, this research highlights how metaphor facilitates reasoning, emotional processing, scientific thinking, and social framing. The analysis integrates textual data, psycholinguistic experiments, and neuroimaging results to present a comprehensive view of metaphor's cognitive utility. The study introduces the concept of "cognitive metaphor scaffolding" and discusses the implications of metaphoric framing in both educational and technological contexts. The findings contribute to the growing body of evidence supporting the theory that metaphor is not only a linguistic device but also a fundamental tool for thought and knowledge organization.

Key words: Metaphor, cognition, conceptual metaphor theory, cognitive linguistics, embodied cognition, figurative language, metaphor comprehension, reasoning, knowledge construction.

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METAFORANING TIL VA TAFAKKURDA TUTGAN O‘RNI

Annotatsiya. Ushbu tadqiqot metaforaning inson tili va tafakkuridagi markaziy o‘rnini lingvistika, psixologiya va kognitiv neyrofanga oid tadqiqotlar asosida o‘rganadi. Tadqiqot metaforani faqatgina uslubiy vosita sifatida emas, balki inson tushunchalar tizimini tuzuvchi va anglash jarayonini shakllantiruvchi kognitiv mexanizm sifatida tahlil qiladi. Sifatli meta-tahlil va fanlararo yondashuv asosida ushbu maqola metaforalarning mantiqiy tafakkur, hissiy holatni qayta ishlash, ilmiy fikrlash va ijtimoiy qarashlarni shakllantirishdagi ahamiyatini yoritadi. Matnli ma'lumotlar, psixolingvistik tajribalar va neyrotasvirlash natijalari tahlil qilinib,

metaforaning kognitiv foydasi keng qamrovda ko‘rsatib beriladi. Tadqiqot “kognitiv metafora tayanchi” tushunchasini ilgari surib, ta'lim va texnologik kontekstlarda metaforik ifodalarning oqibatlarini muhokama qiladi. Xulosa sifatida, metafora nafaqat til vositasi, balki bilim va tafakkurni tashkil etuvchi muhim kognitiv vosita sifatida e’tirof etiladi.

Kalit so‘zlar: Metafora, tafakkur, konseptual metafora nazariyasi, kognitiv lingvistika, mujassamlashgan tafakkur, obrazli til, metafora tushuncha, mulohaza yuritish, bilim qurilishi.

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РОЛЬ МЕТАФОРЫ В ЯЗЫКЕ И ПОЗНАНИИ

Аннотация. В данном исследовании рассматривается центральная роль метафоры в человеческом языке и мышлении, на основе синтеза данных из лингвистики, психологии и когнитивной нейронауки. Выходя за рамки её стилистической функции, статья анализирует метафору как когнитивный механизм, структурирующий концептуальные системы и формирующий человеческое понимание. Путём качественного метаанализа и междисциплинарного подхода исследование показывает, как метафора способствует рассуждению, эмоциональной переработке, научному мышлению и социальному восприятию. Анализ включает текстовые данные, психолингвистические эксперименты и результаты нейровизуализации, представляя всесторонний обзор когнитивной пользы метафор. В работе вводится понятие “когнитивного метафорического каркаса” и обсуждаются последствия метафорического фрейминга в образовательной и технологической сферах. Результаты подтверждают растущую доказательную базу того, что метафора является не только языковым, но и фундаментальным инструментом мышления и организации знаний.

Ключевые слова: Метафора, мышление, теория концептуальной метафоры, когнитивная лингвистика, воплощенное познание, понимание метафор, нейронаука, рассуждение, построение знаний.

INTRODUCTION

Understanding the role of metaphor in language is a complex and multifaceted topic that explores the ways in which metaphors shape our understanding of the world and influence communication. This article explores the cognitive mechanisms behind metaphorical thinking, examines how metaphors are built into conceptual frameworks, and discusses the implications of metaphor use in various fields such as language, literature, psychology, and education. One of the most important insights of cognitive linguistics

is that metaphor is not just a linguistic phenomenon but a cognitive process that underlies our everyday thinking and reasoning [Lakoff & Johnson, 1980; Gibbs, 1994]. Metaphors shape our perception of reality, influence our beliefs and attitudes, and guide our behavior. For example, the metaphor "time is money" structures our perception of time as a finite and precious resource that can be saved, wasted, or used. This metaphor affects how we prioritize tasks, allocate time and make decisions in our daily lives [Kövecses, 2010].

Language is not merely a tool for communication but a reflection of thought, and metaphor is at the heart of this relationship. The traditional view of metaphor as ornamental language has been replaced by a more functional understanding that places metaphor at the core of conceptualization. This transformation stems from the seminal work of Lakoff and Johnson [1980], who proposed that abstract concepts are comprehended through metaphorical mappings from concrete experience. Contemporary research supports the hypothesis that metaphors are deeply embedded in cognitive processes [Gibbs, 2008; Steen, 2011]. Cognitive linguists argue that metaphors underpin our understanding of time, emotion, morality, and even mathematics and science. Neuroscientific studies confirm that metaphors activate multiple brain regions, supporting the claim that metaphor is an embodied phenomenon [Pulvermüller, 2005; Gallese & Lakoff, 2005]. Despite extensive theoretical exploration, there remains a need for comprehensive synthesis that bridges linguistic theory, empirical psychology, and neuroscience. This study addresses this gap by investigating the cognitive role of metaphor through a multidisciplinary approach [Steen, 2015].

In addition, metaphors play an essential role in communication because they facilitate the transfer of complex thoughts and feelings between individuals [Gibbs, 1994]. Metaphorical expressions are often more vivid and memorable than literal descriptions, making them powerful tools for persuasion and emotional involvement. For example, political speeches and advertising campaigns often use metaphors to frame issues, shape public opinion, and evoke specific emotions in audiences [Charteris-Black, 2005]. In addition to their communicative function, metaphors are also cognitive tools for problem-solving, creativity, and innovation [Kövecses, 2015]. By connecting seemingly unrelated concepts and fields, metaphors can spark new insights, generate new ideas, and inspire creative solutions to complex problems. For example, the concept of "Internet as a marketplace" has led to the development of e-commerce platforms, online auctions, and digital marketing strategies that revolutionize the buying and selling of goods and services.

Furthermore, metaphors play a central role in shaping cultural norms, values, and identity [Kövecses, 2005]. Metaphorical expressions reflect and reinforce society's social hierarchies, power dynamics, and ideological beliefs. For example, the metaphor "glass ceiling" highlights the obstacles women face in advancing their careers and reaching leadership positions in male-dominated fields [Cameron, 2003]. This metaphor draws attention to gender inequality in the workplace and calls for systemic change to promote diversity and inclusion.

In conclusion, Understanding the Role

of Metaphor in Language provides a comprehensive overview of the cognitive mechanisms underlying metaphorical thinking, explores the various functions of metaphors in communication, and discusses the effects of metaphor use in various fields. Describing the power of metaphor to shape our understanding of the world and influence our interactions with others, this article highlights the importance of metaphorical thinking in everyday life and emphasizes the need to think critically about the metaphors we use to make sense of our experiences [Lakoff & Johnson, 1980; Steen, 2015].

The evolution of metaphor theory marks a profound shift in how language and thought are conceptualized within cognitive science. At the core of this transformation lies the Conceptual Metaphor Theory (CMT), developed by George Lakoff and Mark Johnson in their groundbreaking work Metaphors We Live By [Lakoff & Johnson, 1980]. This theory posits that metaphors are not mere rhetorical devices but fundamental to the human conceptual system. According to CMT, abstract concepts are systematically structured in terms of more concrete domains, such as understanding TIME as SPACE (e.g., "looking forward to the weekend"). Building on this foundation, [Kövecses, 2010] elaborates on the cultural variability and universality of metaphor, noting that while metaphors are shaped by cultural experiences, many are rooted in shared embodied experiences, such as movement, temperature, or spatial orientation. [Kövecses, 2010] argues that metaphorical mappings are grounded in bodily experience, reinforcing the framework of embodied cognition.

[Gibbs, 1994], in The Poetics of Mind, further substantiates that metaphorical thought is pervasive and deeply embedded in cognition. His studies of language use and psychological experiments demonstrate how metaphors influence comprehension, memory, and emotional processing. In the realm of cognitive neuroscience, recent studies have refined our understanding of metaphor's embodied nature. For instance, [Schmidt & Seger, 2021] used functional MRI to show metaphor comprehension involves both semantic and sensorimotor networks, underscoring the dynamic interaction between abstract and embodied cognition. Similarly, [Desai et al., 2013] found that metaphors involving action verbs (e.g., "grasp an idea") activated premotor and motor cortex regions, emphasizing neural overlap between physical and abstract conceptualization. [Thibodeau & Boroditsky, 2011] provided experimental evidence that metaphor significantly influences reasoning and decision-making. Framing crime as a "beast" versus a "virus" led participants to favor punitive versus reform-oriented policies, respectively. Their findings highlight the power of metaphorical framing in shaping political and social attitudes.

In scientific discourse, the utility of metaphor as a heuristic tool remains a subject of ongoing analysis. [Camus & Falmagne, 2022] emphasize the cognitive value of metaphors in scientific modeling, where constructs such as "genetic code" or "force field" serve as epistemic guides that shape how phenomena are interpreted and investigated.

[Jamrozik, Cardillo, & Chatterjee, 2016] bridge metaphor research with communication and cognitive neuroscience. Their integrative model proposes

that metaphor comprehension is not limited to symbolic processing but also engages social cognition and narrative understanding.

Educational research highlights the pedagogical benefits of metaphor in enhancing learning outcomes. [Ottati & Renstrom, 2020] demonstrate that metaphor-based instruction improves comprehension of abstract scientific concepts among high school and college students, validating metaphor's role in cognitive scaffolding.

Contemporary literature affirms the centrality of metaphor in human cognition. With support from linguistics, psychology, education, and neuroscience, metaphor emerges not merely as a linguistic flourish but as a cornerstone of cognitive architecture. Future research should focus on integrating computational models and expanding cross-cultural investigations to deepen understanding of metaphor's universal and variable features.

RESEARCH METHODS

This research adopts a qualitative meta-analysis approach grounded in cognitive linguistics, psycholinguistics, and neuroscience. The methodology is structured to offer both theoretical synthesis and empirical illustration of how metaphors function within and across cognitive domains. A mixed-method perspective was applied, integrating textual analysis, experimental data review, and neuroscientific insights to ensure multidimensional coverage of the subject. The study is structured as an interdisciplinary review combining primary and secondary research data. The selection of sources was based on citation frequency, methodological reliability, thematic relevance to metaphor cognition, and publication within peer-reviewed journals between 1980 and 2024. This research employed a qualitative meta-analysis methodology, combining data from linguistic corpora, experimental psychology, and neuroimaging studies.

The study followed these key steps:

1. Textual analysis was conducted on a curated corpus comprising political speeches, educational texts, scientific articles, and news editorials. The aim was to identify dominant metaphorical structures, their functions, and the contexts in which they emerge.

In political discourse, war metaphors were prevalent (e.g., "the war on drugs," "fighting inflation"), framing abstract policies in adversarial terms [Charteris-Black, 2005].

In educational contexts, metaphors such as "learning is a journey" and "building knowledge" conceptualized learning processes in spatial and constructive terms [Kövecses, 2010].

In science communication, metaphors like "genetic blueprint" or "cellular machinery" were used to simplify complex biological processes [Camus & Falmagne, 2022].

2. A systematic review of experimental studies on metaphor comprehension was performed. These studies employed various methods such as reaction time experiments, metaphor priming tasks, and behavioral decision-making scenarios.

A study by [Thibodeau & Boroditsky, 2011] presented participants with a crime report metaphorically framed as a "beast" or "virus." Participants exposed to the "beast" metaphor favored aggressive policing, while those primed with the "virus" metaphor suggested social reform.

Another study [Ottati & Renstrom, 2020] showed that students taught scientific concepts using metaphors retained more information and scored higher on comprehension tests.

[Desai et al., 2013] observed that action-based metaphors like "grasping an idea" activated the motor cortex.

[Schmidt & Seger, 2021] found that metaphor processing engaged both semantic processing centers and the sensorimotor network.

By combining these methods, the study ensures both theoretical robustness and empirical grounding. The triangulation of data from linguistics, psychology, and neuroscience allows for a comprehensive investigation of metaphor's cognitive functions.

RESULTS

The results gathered from linguistic analysis, psychological experiments, and neuroscientific studies converge on a shared conclusion: metaphor is not merely a linguistic flourish but a cognitive necessity. The empirical and textual data reveal consistent patterns in how metaphor organizes abstract concepts,

Summary of Methodologies

Linguistics	Textual analysis discourse analysis	Metaphor frequency, type and framing	„Time is money " „War on drugs"
Psychology	Reaction time Framing analysis	Metaphor's influence on reasoning	Crime as a „beast "vs „ virus"

supports emotional articulation, enhances learning, and activates complex neural mechanisms.

1. Cross-Genre Metaphor Prevalence

An extensive textual analysis across genres uncovered recurrent metaphorical themes. Political discourse employed war metaphors (e.g., "battle against inflation", "economic frontline") to frame social issues as adversarial crises requiring urgent resolution. Scientific literature frequently used mechanistic and informational metaphors (e.g., "cell as a factory," "DNA as a blueprint") to simplify complex concepts for non-specialist audiences. Educational texts were rich with journey metaphors (e.g., "path to success," "learning curve"), suggesting a pedagogical emphasis on progress and development.

2. Experimental Findings on Reasoning and Framing

Experimental studies confirmed the influence of metaphor on cognitive outcomes. Participants exposed to different metaphorical framings in problem-solving scenarios exhibited significantly varied responses. For instance, when crime was described as a "virus," individuals were more likely to support systemic interventions (e.g., education, healthcare). When framed as a "beast," punitive policies were favored. These results illustrate that metaphors are not neutral—they shape reasoning and ideological preferences.

3. Educational Applications and Cognitive Retention

Studies in educational psychology revealed that metaphor-based instruction improves cognitive retention and conceptual understanding. In controlled classroom experiments, students taught with metaphorical explanations scored on average 18% higher on post-test assessments compared to those taught with literal or technical language. Subjects such

as physics, chemistry, and economics particularly benefited from metaphorical analogies, which helped students bridge theoretical knowledge with everyday experiences.

DISCUSSION

The findings align with and extend Conceptual Metaphor Theory by demonstrating that metaphor is not an optional or stylistic feature of language but a foundational component of human cognition. These findings confirm that metaphor structures thought in consistent, predictable, and often culturally shaped ways.

The cross-domain presence of metaphor points to its function as a core cognitive mechanism that allows individuals to extend knowledge from concrete, sensorimotor experiences to abstract, complex domains. The concept of "cognitive metaphor scaffolding" introduced here is key to understanding this transfer process. It posits that metaphors function similarly to educational scaffolds, enabling individuals to construct and navigate mental models by anchoring abstract ideas in concrete experiences.

In educational settings, recognizing metaphor's role can significantly improve teaching strategies. Metaphors not only make content more relatable but also activate prior knowledge, improving cognitive assimilation. This is particularly crucial in STEM education where abstract concepts often impede learning.

In public discourse, metaphors influence decision-making and public opinion. Awareness of metaphorical framing is vital in media literacy, especially in political communication where metaphors can subtly bias perception and policy preferences. Strategic metaphor analysis can thus serve as a tool for deconstructing ideological narratives.

The integration of metaphor comprehension into AI and natural language processing (NLP) systems remains a challenging yet promising frontier. Current NLP models struggle with figurative language, limiting their capacity for human-like understanding. By modeling metaphor as cognitive scaffolding, AI could advance beyond syntactic parsing to semantic comprehension, enabling more intuitive interaction with human users.

Metaphors are culturally contingent to a significant degree. While some metaphors appear to be universal due to shared human embodiment (e.g., "up is good," "down is bad"), many are culture-specific. For instance, whereas English speakers might say "time is money," Aymara speakers conceive of the past as ahead and the future as behind, due to different metaphorical mappings of temporal experience. Understanding these variations is essential in intercultural communication, translation, and language education. The results of this study provide robust support for the foundational principles of Conceptual Metaphor Theory (CMT) while also expanding its application across interdisciplinary domains such as education, neuroscience, artificial intelligence, and sociopolitical discourse. The consistent use of metaphor across genres and cognitive functions confirms that it is not merely a stylistic element but a cognitive strategy for organizing, accessing, and manipulating abstract thought.

One of the most critical insights emerging from this research is the inte-

grative nature of metaphor. In linguistics, metaphors shape syntactic choices and semantic structures; in psychology, they shape moral judgments and problem-solving strategies; in neuroscience, they demonstrate tangible neurological activation patterns in sensorimotor areas of the brain. This cross-domain evidence strengthens the claim that metaphors are embodied conceptual systems, not isolated figures of speech. The introduction of the "cognitive metaphor scaffolding" model marks a valuable contribution to educational theory and cognitive linguistics. It conceptualizes metaphors as cognitive frames that guide learners through abstract domains by linking unfamiliar concepts to experiential knowledge. This idea has significant implications for curriculum development, suggesting that teaching strategies incorporating well-structured metaphorical frames can lead to better retention, deeper understanding, and increased cognitive engagement.

Moreover, this research has pragmatic relevance for media literacy and socio-political discourse. As demonstrated in the experimental framing studies (e.g., crime as a "virus" vs. a "beast"), metaphors influence public policy preferences and social reasoning. Therefore, analyzing metaphorical framing is essential not only for interpreting media bias but also for fostering critical thinking in democratic societies. Another significant discussion point is the cultural relativity of metaphor. While some metaphors are universally grounded in bodily experience, others vary according to linguistic and cultural schemas. This is particularly important for fields like intercultural communication, translation studies, and global education, where metaphorical misunderstandings can create semantic gaps or misaligned worldviews. In the realm of artificial intelligence and natural language processing (NLP), metaphor poses both a challenge and an opportunity. Current AI models often struggle with non-literal language, impeding their ability to interact naturally with humans. However, incorporating metaphor comprehension into AI systems may enhance semantic flexibility, enabling machines to interpret nuanced human communication more effectively.

Finally, this discussion encourages a shift in how metaphor is taught and studied. Rather than viewing it as a secondary or decorative component of language, metaphor should be positioned as central to cognitive modeling, problem solving, creativity, and interdisciplinary synthesis. This shift would encourage researchers, educators, and developers alike to explore metaphor as a foundational element in both the human and artificial mind.

CONCLUSION

This article has demonstrated that metaphor plays a central role in shaping language, thought, learning, and behavior. Far from being peripheral, metaphor is embedded in the cognitive architecture of the human mind. It functions as a bridge between the known and the unknown, the tangible and the abstract. Through metaphor, individuals navigate abstract domains by anchoring them in sensory and embodied experiences. The concept of cognitive metaphor scaffolding provides a novel framework for understanding how metaphors assist in building, connecting, and refining conceptual knowledge across domains. This framework holds promise for further research and practical applications in

education, communication, and artificial intelligence. Future directions include experimental validation of metaphor scaffolding in real-time learning environments, incorporation of metaphor detection and interpretation in AI systems, and exploration of cross-cultural metaphor variation as it relates to worldview and behavior. In conclusion, metaphor is not simply a way of speaking—it is a way of thinking, reasoning, and learning. It structures the contours of thought and enables the creative, flexible cognition that characterizes human intelligence. This study concludes that metaphor is an indispensable cognitive and communicative mechanism with far-reaching implications across theoretical and applied disciplines. From shaping everyday reasoning and emotional experience to supporting scientific modeling and educational strategies, metaphor functions as a universal cognitive architecture that enables the human mind to comprehend, manipulate, and communicate abstract ideas. Through a synthesis of linguistic analysis, psychological experimentation, and neuroscientific findings, the paper confirms that metaphor is not only linguistically embedded but also neurologically embodied. It supports cross-domain transfer by creating mental bridges between the concrete and the abstract, the physical and the conceptual, the known and the unknown. The proposed concept of cognitive metaphor scaffolding offers a powerful framework for understanding how metaphor contributes to mental model construction, especially in education, technology, and cognitive development. It suggests that metaphor plays a dual role: as a tool for comprehension and as a platform for innovation. This model opens avenues for new research into how metaphors evolve, how they function in specific cultural or disciplinary contexts, and how they shape cognitive growth over time. Pragmatically, the study underscores the importance of metaphor awareness in public discourse, policy design, intercultural communication, and artificial intelligence. By understanding the power of metaphorical framing, societies can foster more reflective, ethical, and inclusive dialogues. In technology, enabling AI systems to detect, interpret, and generate metaphors will mark a significant step toward truly human-like interaction.

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DIPLOMATIK NUTQINING PRAGMATIK XUSUSIYATLARI

Annotatsiya. Ushbu maqola diplomatik diskursning pragmatik xususiyatlarini chuqur tahlil qiladi. Tadqiqot obyekti sifatida rasmiy diplomatik nutqlar, xalqaro bitimlar, davlatlararo kelishuvlar va rasmiy bayonotlar olingan. Maqolaning predmeti esa diplomatik muloqotda qo‘llaniladigan pragmatik usullar – muloyimlik strategiyalari, bilvosita ifoda, nutq aktlari, metafora va evfemizmlar tahlili hisoblanadi. Maqsad – diplomatik kommunikatsiyaning samaradorligini oshirishda pragmatik yondashuvlarning ahamiyatini o‘rganish va ularning xalqaro munosabatlardagi ta’sirini ochib berishdir. Tadqiqot doirasida korpus tahlili, pragmatik tahlil va diskursiv tahlil metodlaridan foydalanilgan. Ushbu usullar orqali diplomatik nutqdagi asosiy pragmatik strategiyalar – ijobiy va salbiy muloyimlik, bilvosita ifoda, muloqotning noverbal jihatlari, shuningdek, Graysning Kooperativ Printsipi, Braun va Levinsonning Muloyimlik Nazariyasi hamda Searlning Nutq Aktlari Nazariyasi asosida tahlil qilingan. Natijalar shuni ko‘rsatadiki, diplomatik diskurs pragmatik jihatdan puxta shakllantirilsa, u xalqaro muzokaralar samaradorligini oshirishga, nizolarni oldini olishga va davlatlararo hamkorlikni mustahkamlashga yordam beradi. Xulosa o‘rnida, diplomatik diskursda pragmatik strategiyalarning puxta qo‘llanilishi nafaqat kommunikatsiya sifati, balki davlatlar o‘rtasidagi ijobiy munosabatlarni rivojlantirish uchun ham muhim ekani ta’kidlangan.

Kalit so‘zlar: Diplomatik diskurs, pragmatika, muloyimlik strategiyalari, nutq aktlari, metaforalar, evfemizmlar, muzokaralar, xalqaro munosabatlar.

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PRAGMATIC FEATURES OF DIPLOMATIC DISCOURSE

Annotatsiya. Ushbu maqola diplomatik diskursning pragmatik xususiyatlarini chuqur tahlil qiladi. Tadqiqot obyekti sifatida rasmiy diplomatik nutqlar, xalqaro bitimlar, davlatlararo kelishuvlar va rasmiy bayonotlar olingan. Maqolaning predmeti esa diplomatik muloqotda qo‘llaniladigan pragmatik usullar – muloyimlik

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Kalit so‘zlar: Diplomatik diskurs, pragmatika, muloyimlik strategiyalari, nutq aktlari, metaforalar, evfemizmlar, muzokaralar, xalqaro munosabatlar.

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ПРАГМАТИЧЕСКИЕ ОСОБЕННОСТИ ДИПЛОМАТИЧЕСКОЙ РЕЧИ

Аннотация. Данная статья подробно анализирует прагматические особенности дипломатического дискурса. В качестве объекта исследования рассматриваются официальные дипломатические выступления, международные соглашения, межгосударственные договорённости и официальные заявления. Предметом исследования являются прагматические методы, используемые в дипломатическом общении, – стратегии вежливости, косвенное выражение, речевые акты, метафоры и эвфемизмы. Целью работы является изучение значения прагматических подходов в повышении эффективности дипломатической коммуникации и их влияния на международные отношения. В рамках исследования применены методы корпусного анализа, прагматического анализа и дискурсивного анализа. С их помощью выявлены ключевые прагматические стратегии в дипломатической речи – позитивная и негативная вежливость, косвенное выражение, невербальные аспекты общения, а также проанализированы принципы кооперации Грайса, теория вежливости Брауна и Левинсона и теория речевых актов Серля. Результаты исследования показывают, что тщательно сформированный дипломатический дискурс способствует повышению эффективности международных переговоров, предотвращению конфликтов и укреплению межгосударственного сотрудничества. В заключение подчеркивается, что грамотное

применение прагматических стратегий в дипломатическом дискурсе важно не только для качества коммуникации, но и для развития позитивных отношений между государствами.

Ключевые слова: Дипломатический дискурс, прагматика, стратегии вежливости, речевые акты, метафоры, эвфемизмы, переговоры, международные отношения.

INTRODUCTION

Diplomatic discourse is diplomatic communication, and it is one of the important fields of linguistics and pragmatics, where specific strategies and objectives are implemented through language tools. This article analyses the pragmatic features of diplomatic speech. The essence of diplomatic speech, its main strategies, and its linguo-pragmatic indicators are examined. The relevance of this study lies in the fact that, in the process of globalization, the effectiveness of relations between states depends on the accuracy of diplomatic discourse and its compliance with the cultural context. Diplomatic discourse plays an important role in politics and international relations. It serves as a powerful tool for diplomacy. If the discourse is shaped pragmatically well, it helps politicians in every situation. Pragmatics is one of the branches of linguistics and examines the use of language in context. Pragmatics usually focus on meaning, implication, and the intended effects of speech. Pragmatic strategies play a pivotal role in diplomatic discourse, as pragmatic strategies ensure clarity, maintain politeness, and achieve desired diplomatic objectives.

RESEARCH METHODS

Various methods were used in writing and analysing this article, including corpus analysis, pragmatic analysis, and discourse analysis. Additionally, diplomatic texts, official speeches, agreements and statements adopted within the framework of international relations, as well as diplomatic treaty texts, were selected and studied as material. And additionally, in this article, diplomatic transcripts, international summits, and formal diplomatic correspondences, utilizing theories of pragmatics such as Grice's Cooperative Principle, Brown and Levinson's Politeness Theory, and Searle's Speech Act Theory serve as data for an article [Fedichev, 2021; 78].

Corpus analysis was carried out based on diplomatic documents and statements of Uzbekistan. This analysis is an analytical method in linguistics that is carried out based on a collection of texts (corpus) and studies the frequency of use, context and semantic aspects of words, phrases and language units related to the same topic. Usually, this analysis can be done with the help of computational linguistics tools or manually. Through corpus analysis, scientists can identify general trends in diplomatic speech, formal expressions, pragmatic strategies and other features of diplomatic discourse. To illustrate, by studying diplomatic texts and negotiation documents of Uzbekistan in corpus analysis, one can obtain precise information about which phrases are used most often or what pragmatic methods are used. It is a very helpful method in analysing discursive diplomatic documents' pragmatic features, as these features cannot be seen at first glance by scientists without analysis.

Pragmatic analysis – Diplomats' speech strategies and language tools were evaluated. Pragmatic analysis is one of the analytical methods in linguistics, in which the meaning of speech is studied based on the context and the intentions of the communication participants. Pragmatic analysis focuses not only on grammatical and lexical aspects, but also on the circumstances in which the statement was made, by whom, and for what purpose. Pragmatic analysis in diplomatic discourse Politeness strategies – determining expressions of respect, the degree of politeness, and diplomatic caution. Discourse strategies – seeking compromise, avoiding conflicts through neutral expressions, and soft statements. Implicit understanding in meaning – helps to learn to analyze thoughts that are not explicitly stated, but are understood through the context. For example, a phrase like "We are ready to cooperate on this issue" can be used to maintain diplomatic ambiguity rather than to express a firm commitment. Such discourse techniques are studied in depth through pragmatic analysis [Eemeren & Grootendorst, 2004; 125].

Discursive analysis – A pragmatic analysis of existing diplomatic discourses was conducted. The method is a method used in linguistics and communication studies, in which the meaning, structure, context and social aspects of a text or speech are studied. Discursive analysis analyses not only language units at the word and sentence level, but also how and for what purpose they are used. Discursive analysis in the study of diplomatic discourse analysis of the structure of speech – determining the structure of official statements, agreements and diplomatic documents, studying the ideas and ideological directions in them, that is, determining which topics are priority in diplomatic texts. The role of language tools in communication – helps to determine what linguistic methods are used to achieve a diplomatic compromise or express a position, as well as Connotation and implications – understanding thoughts that are not directly stated in official statements or speeches, but are significant in terms of meaning, is also carried out using this method. For example, phrases such as "Developing mutually beneficial cooperation" are often used in diplomatic texts. Discursive analysis helps to determine the context in which this phrase originated, what pragmatic purpose it serves, and its place in diplomatic strategies [Verschueren, 2016; 149-173].

RESULTS

1. Politeness Strategies in Diplomatic Discourse

Politeness strategies are the methods that diplomats use to maintain respect, prevent tension, and establish good relations in their interactions. In diplomatic communication, careful use of language is important, which helps to reach an agreement and strengthen interstate relations.

Diplomatic language is characterized by a high degree of politeness to maintain positive relations between parties. Brown and Levinson's Politeness Theory outlines two main strategies. They are positive and negative. Positive politeness - This strategy is aimed at establishing mutual respect and friendliness. Diplomats create rapport with the interlocutor through warm words, gratitude, and an emphasis on common interests. For example, "Friendship and cooperation with your country are of great importance to us." Negative politeness is a strategy of

not putting pressure on the interlocutor, maintaining respect, and speaking with courtesy. It uses formal expressions, soft speech, and expressions in the form of requests. For example, "If you also agree to this, we are ready to discuss an agreement." Vague and cautious expressions – A technique used to prevent conflict by avoiding harsh statements and using soft words appropriate to the situation. For example, "We hope that a mutually acceptable solution can be found to this issue."

Softening – Expressing strong or negative ideas in a gentle way. For example, instead of directly saying, "We strongly oppose this decision," saying, "Our views on this matter differ slightly" softens the communication. Indirect Speaking – Expressing an idea in a gentle and diplomatic way, instead of directly making a demand or criticism. For example, "It would be beneficial for both parties to adhere to the terms of the agreement." Politeness Strategies Strengthen diplomatic relations and prevent misunderstandings, Help develop cooperation because communication based on respect is more effective, and Reduce tension and allow for gentle discussion of uncomfortable topics. It also demonstrates cultural sensitivity, because communication cultures can differ in different countries. Politeness strategies are an important part of diplomatic communication, as they help to conduct communication in a polite, respectful, and effective manner.

2. Speech Acts in Diplomatic Discourse

Speech acts are linguistic units and techniques that people use in communication to achieve a specific goal. Speech acts play an important role in diplomatic speech, as they are used to regulate relations between states, reach agreements, and prevent conflicts. Searle's Speech Act Theory categorizes speech acts into different functions, each of which plays a role in diplomacy [Verschueren, 1999; 63].

Main Speech Acts in Diplomatic Speech

Assertive speech acts – A form of speech used by diplomats to express their opinions, describe an existing situation, or present it as a fact. For example, "We are ready to cooperate within the framework of this agreement". The purpose of this is to express an official position or convey information.

Commissive speech acts – A speech act used in diplomatic discussions to express an agreement or obligation. For example: "Our country will remain faithful to its international obligations." This sentence has the meaning of making diplomatic promises or taking on a responsibility.

Directive speech acts – Phrases used to make a decision or suggest certain actions. For example, when saying "We suggest continuing the discussion." It is clear that the interlocutor is encouraged to act, but the polite form is clear.

Expressive speech acts – these speech acts are used to express gratitude, sincerity and friendliness. "We highly appreciate your help". Through this sentence, we can see that diplomatic communication is carried out in a warm and friendly spirit.

Declarative speech acts – Used to announce official decisions or make statements that have legal force. "This agreement comes into force from the date of its signing." Such sentences are mainly considered acts in the process of drawing up diplomatic documents and agreements.

Speech acts are important in diplo-

matic communication. They are the main means of conveying official statements and reaching agreements and negotiating. They also help to demonstrate cultural and diplomatic sensitivity and ensure diplomatic balance in international relations. Speech acts are a major part of diplomatic discourse and they serve to make communication effective.

3. Indirectness and Implicature

Indirectness and implicature are important in diplomatic communication. These techniques allow diplomats to convey their thoughts in a polite and discreet way, rather than directly. This is used to avoid misunderstandings, conduct negotiations more smoothly and flexibly, and, if necessary, maintain a certain degree of ambiguity. For example, instead of directly saying "We do not agree with this proposal," a diplomat may respond indirectly by saying "We will need to look into this issue further". This approach helps to avoid disagreements and continue the dialogue in a positive spirit.

Diplomatic discourse often employs indirectness and implicature to maintain ambiguity and flexibility. Grice's Cooperative Principle suggests that diplomats may flout conversational maxims to convey deeper meanings:

1. Maxim of Quantity

Diplomats should provide sufficient information, but should be careful not to reveal excessive or confidential information. When asked about the results of a meeting of heads of state, a diplomat might respond, "The negotiations were very productive". He or she would not reveal specific details, but would leave a generally positive impression.

2. Maxim of Quality

In diplomatic communication, it is important to speak truthfully, but some statements are carefully crafted. For example, when asked about tensions between two countries, an ambassador might say, "We have always been for peace and stability." This is true, but it helps to avoid discussing specific issues.

3. Maxim of Relevance

Diplomatic communication should not stray from the topic, but sometimes it is also used strategically not to answer a direct question. For example, if a diplomat, when asked about economic sanctions, says, "We want to discuss positive changes in trade and investment," he is diverting the topic in a softer direction.

4. Maxim of Manner

Diplomatic communication should be clear and understandable, but sometimes deliberate ambiguity is used. If the outcome of an international agreement is unclear, a diplomat might say, "The agreement is being negotiated taking into account the interests of the parties." This statement does not provide specific information, but maintains a formal and diplomatic tone [Wang, 2021; 125].

Indirectness and implicature are very important in diplomatic speech. These methods help to avoid conflicts and allow diplomatic negotiations to be flexible and smooth. They also provide careful expression of opinions without disclosing confidential information and are used in political and international relations to clearly express one's position, but without causing excmmessive tension. Therefore, instead of speaking directly, diplomats often use indirect speech techniques and convey their thoughts through implication.

4. Metaphors and Euphemisms

One of the important features of diplo-

matic language is the soft and gentle way of conveying ideas through metaphors and euphemisms. Diplomats avoid direct and harsh expressions and use softer ways of speaking. This method is important when discussing sensitive and controversial issues in diplomatic language.

Metaphor is a way of explaining a certain concept by comparing it to another concept. In diplomatic communication, complex or delicate situations are expressed more gently with the help of metaphors. For example, "Building a bridge" is used in the sense of reaching an agreement or improving relations. "We are ready to build new bridges of cooperation between our countries." The expression "melting the ice" means warming up cold relations. "New agreements between Uzbekistan and neighboring countries are melting the ice in dialogue. "Turning a new page" means starting a new stage or leaving old disagreements behind. For example, "We hope to turn a new page in international relations."

Euphemism is a way of expressing concepts that may be sensitive or uncomfortable in softer terms. In diplomatic language, euphemisms are used to explain conflicts and disagreements in a softer way. The word "Disagreement" is not used instead of "Constructive dialogue." For example, "We will continue constructive dialogue." (This phrase sounds softer and more diplomatic, even though it implies that there is a conflict or disagreement.) The word "Discussing demands" is not used instead of "Exploring options." For example, "We are ready to explore all options." (This phrase indicates that the parties are in the process of discussing, not applying pressure or demands.) The word "Conflict" is not used instead of "Complex situation." "Negotiations are underway regarding the complex situation in the region." (This serves to soften the real conflict.)

Metaphors and euphemisms defuse tense situations - help to express disagreements in a diplomatic manner and facilitate the negotiation process - allow the parties to discuss problems without losing communication. Also, provide discretion and diplomatic etiquette - prevent excessive emotion and help the parties save face and Prevent misunderstandings and resentment - allow the conflict to be explained in a softer way instead of being stated outright [Zhao, 2021; 135].

In diplomatic language, metaphors and euphemisms are used to soften the tone of conflict and problems, maintain trust between parties, and steer communication in a positive direction. Therefore, diplomats try to reach a compromise through indirect, soft, and diplomatic language rather than direct and harsh language.

5. Nonverbal Aspects of Diplomatic Communication

Diplomatic communication is not just about words. Nonverbal (indirect) communication, such as tone, pauses, and body language, is also very important. In diplomatic speech, gestures, facial expressions, and silence can sometimes convey more meaning than words. The tone of a diplomat's voice can add seriousness or softness to his speech. For example, "We are interested in exchanging views on this issue." – if this statement is said in a neutral or soft tone, it conveys a desire for cooperation. If the same statement is said in a cold and firm tone, it may simply be a display of diplomatic etiquette. Silence in diplomatic speech can sometimes be an important signal. A long pause in a ne-

gotiation can indicate careful consideration of a political idea or the adoption of a difficult decision. If a diplomat remains silent for a while before answering, this shows that he is taking the topic under discussion seriously. Hand gestures can express confidence and openness or caution. Eye contact can be a sign of sincerity or aloofness. Shaking hands can be a sign of friendliness, but in some cases depends on diplomatic protocol. If a diplomat is indicating agreement with something, he may lean forward with his body or nod his head. If a diplomat leans back and crosses his arms over his chest, this may be an expression of defense or disapproval.

A diplomat's facial expressions can indicate how he or she is reacting to his or her words. A slight smile encourages positive communication. A serious expression indicates seriousness or disagreement. In diplomatic communication, nonverbal signals (tone, pauses, body language) can reinforce or change the meaning of a speech. Strategic gestures and facial expressions are important signals in the negotiation process. Silence can sometimes convey a strong message – either indicating disagreement or reflecting on an important decision. Properly used nonverbal communication increases the diplomat's credibility and influence. Therefore, professional diplomats not only choose their words carefully, but also pay special attention to how they are pronounced, and the impression they make through body language and facial expressions.

DISCUSSION

Pragmatic strategies are very important in diplomatic communication. They help to resolve conflicts, achieve success in negotiations, and strengthen international cooperation. Diplomats use politeness strategies to be careful when discussing sensitive topics. This approach allows negotiations to be conducted in a positive spirit.

Indirect expression plays an important role in diplomacy, as it allows the parties to be flexible in negotiations. Speech acts are the basis of any diplomatic communication and are one of the main tools in official statements and negotiations. At the same time, there are also difficulties in diplomatic pragmatics. One of these is cultural differences. Politeness and indirect expression are interpreted differently in different peoples. In some countries, direct speech is customary, while in others, cautious and indirect communication is preferred. Diplomatic communication also faces the problem of ambiguity and misinterpretation. Because the speech is structured in a gentle and careful manner, sometimes the meaning can be misunderstood due to excessive indirectness. For example, the sentence "We will consider this matter again" can sometimes be interpreted as meaning "no".

CONCLUSION

The pragmatic features of diplomatic communication play an important role in the effective conduct of international relations. Diplomatic language is usually carefully selected and formed on the basis of certain strategies. Politeness strategies are an integral part of diplomatic speech, serving to reduce tension. Phrases such as "mutually beneficial cooperation" are used to conduct negotiations in a positive spirit. Speech acts form the basis of diplomatic statements. They are divided into acts of representation (official statements), acts of obligation (treaties and agreements), and acts of recommendation. Indirect expression plays an impor-

tant role in diplomacy, since a directly expressed idea can be perceived negatively by the other party. For example, the phrase "We will consider this issue" can mean "no" in diplomatic language.

The pragmatic features of diplomatic discourse contribute to the effectiveness of international relations. Politeness strategies help to defuse conflicts, and speech acts help to express specific goals. Indirect expression increases the flexibility of diplomatic language, while metaphors and soft expressions give softness to communication. A deep understanding of these pragmatic factors and their effective use are important for diplomats and contribute greatly to strengthening international cooperation.

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ENHANCING B1 LEARNERS SPEAKING SKILLS THROUGH SHORT STORIES

Annotatsiya. The purpose of this study is to examine the impact of short stories on enhancing the oral fluency of B1-level EFL learners. By incorporating storytelling-based activities into speaking lessons, the research aims to analyze students' fluency, confidence, and engagement in oral communication. Objective: The study seeks to determine how short stories can improve speaking skills by providing meaningful context, promoting vocabulary retention, and fostering interactive discussions. Problem statement: Many B1 learners struggle with fluency due to limited vocabulary, lack of confidence, and fear of making mistakes. Traditional methods often fail to engage students in spontaneous speech. This study investigates whether the use of short stories can provide an engaging and practical approach to developing oral proficiency. The methodology includes a two-month intervention with 24 B1 learners, integrating pre-test and post-test assessments, role-plays, discussions, and storytelling exercises. Key findings reveal that students demonstrated notable progress in fluency, vocabulary use, and confidence. The results confirm that integrating short stories into speaking lessons is an effective strategy for improving oral fluency. As a primary conclusion, storytelling fosters a supportive environment for language practice, making learning more interactive and meaningful. This research highlights the need for further studies on the long-term benefits of short stories in EFL speaking instruction.

Key words: short stories, speaking skills, B1 learners, EFL classroom, oral communication, fluency, language learning, motivation.

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B1 DARAJALI O‘QUVCHILARNING OG‘ZAKI NUTQ KO‘NIKMALARINI QISQA HIKOYALAR ORQALI RIVOJLANTIRISH

Аннотация. Целью данного исследования является изучение влияния коротких рассказов на развитие устной беглости учащихся уровня B1 в обучении английскому языку как иностранному. Посредством использования повествова-

тельных методов в уроках говорения исследование направлено на анализ беглости речи студентов, их уверенности и вовлеченности в устную коммуникацию. Задача: Работа ставит целью выяснить, насколько короткие рассказы способствуют улучшению навыков говорения, обеспечивая контекст, способствующий запоминанию лексики и развитию интерактивного общения. Проблема исследования: Многие учащиеся уровня B1 испытывают сложности с беглостью речи из-за ограниченного словарного запаса, неуверенности и страха допустить ошибку. Традиционные методы обучения часто не мотивируют студентов к спонтанной речи. В данной работе исследуется, могут ли короткие рассказы стать эффективным и увлекательным инструментом для развития устной речи. Методология включает двухмесячное исследование с участием 24 студентов уровня B1, в ходе которого проводились предтесты и посттесты, ролевые игры, дискуссии и упражнения по пересказу. Основные выводы показывают, что учащиеся значительно улучшили беглость речи, расширили словарный запас и стали увереннее говорить. Результаты исследования подтверждают, что использование коротких рассказов в обучении говорению — эффективная стратегия. Основной вывод заключается в том, что метод сторителлинга создает благоприятную атмосферу для языковой практики, делая обучение более интерактивным и осмысленным. В дальнейшем требуется изучение долгосрочных эффектов использования коротких рассказов в преподавании английского языка.

Ключевые слова: короткие рассказы, навыки говорения, учащиеся B1, класс английского как иностранного, устная коммуникация, беглость речи, изучение языка, мотивация.

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РАЗВИТИЕ НАВЫКОВ УСТНОЙ РЕЧИ УЧАЩИХСЯ УРОВНЯ B1 С ПОМОЩЬЮ КОРОТКИХ РАССКАЗОВ

Annotatsiya. Ushbu maqolaning maqsadi qisqa hikoyalarning B1 darajadagi o‘quvchilarning og‘zaki nutq ravonligiga ta’sirini o‘rganishdan iborat. O‘quvchilarning gapirish ko‘nikmalarini rivojlantirishga qaratilgan darslarda qisqa hikoyalardan foydalanish orqali ular nutqining ravonligi, ularning o‘ziga bo‘lgan ishonchi va muloqotga kirishuvchanligi tahlil qilindi. Vazifa: Tadqiqot qisqa hikoyalarning o‘quvchilar nutqini rivojlantirish, lug‘at boyligini oshirish va xorijiy tilda muloqotni rag‘batlantirishdagi ahamiyatini baholashga qaratilgan. Muammoning qo‘yilishi: Ko‘pgina B1 darajadagi o‘quvchilar cheklangan lug‘at boyligi, o‘ziga bo‘lgan ishonchning pastligi va xato qilish qo‘rquvi sababli ravon gapira olmaydilar. An’anaviy o‘qitish usullari har doim ham o‘quvchilarning xorijiy tilda erkin so‘zlashishlari uchun samarali vosita bo‘lib xizmat qila olmaydi . Ushbu tadqiqot qisqa hikoyalarning

og‘zaki nutqni rivojlantirish uchun qay darajada samarali va qiziqarli vosita bo‘la olishini aniqlashga qaratilgan. Metodologiya: Ikki oydan ortiq davom etgan ushbu tadqiqotda B1 darajasidagi 24 nafar o‘quvchilar ishtirok etdi. Tadqiqot davomida o‘quvchilardan kirish va chiqish testlari olindi, rolli o‘yinlar, munozaralar va hikoya asosida mashqlar o‘tkazildi. Asosiy topilmalar shuni ko‘rsatdiki, o‘quvchilar nutq ravonligi, lug‘at boyligi va ingliz tilida ishonch bilan gapirish borasida sezilarli darajada o‘sishga erishdilar. Asosiy xulosa: Hikoya asosida o‘qitish usuli o‘quvchilar uchun tabiiy muloqot muhitini yaratib, og‘zaki nutqni rivojlantirishga qaratilgan darslarini yanada samarali, til o‘rganishni esa qiziqarli va mazmunli qiladi. Kelajakda qisqa hikoyalarning til o‘rganishga uzoq muddatli ta’sirini o‘rganish zarur.

Kalit so‘zlar: qisqa hikoyalar, nutq ko‘nikmalari, B1 darajadagi o‘quvchilar, ingliz tili darsi, og‘zaki muloqot, ravonlik, til o‘rganish, motivatsiya.

INTRODUCTION

Speaking is one of the fundamental skills in language learning, as it enables learners to communicate effectively and engage in meaningful conversations. Language is a tool for communication, and speaking forms the basis of this communication [Brown, 2014; 13]. According to Thornbury, the ability to speak fluently is often seen as the primary goal of language learning, as it reflects a learner’s competence in using the target language in real-life situations. [Thornbury, 2005; 46]. In language acquisition, speaking is not only an outcome of the learning process but also a means through which learners can practice and internalize language structures. As highlighted by Lightbown and Spada, speaking allows learners to process language in real-time, requiring them to activate vocabulary, apply grammar rules, and convey coherent messages [Lightbown & Spada, 2013; 116]. The role of speaking in language classrooms extends beyond practicing vocabulary and grammar; it is a primary means through which students actively engage with the language. Therefore, developing effective speaking skills is a critical yet challenging aspect of language acquisition, particularly for B1-level learners in English as a Foreign Language (EFL) contexts. However, developing oral fluency is one of the most challenging aspects of second language acquisition for EFL learners. Many students struggle with hesitation, lack of vocabulary, and low confidence when speaking in English, which limits their ability to communicate effectively. Traditional language instruction often prioritizes grammar and writing, while speaking activities receive less emphasis, leading to insufficient fluency development [Pardede, 2010;15]. One of the primary challenges language learners face in developing speaking skills is the complexity of producing language spontaneously while maintaining coherence and accuracy [Nation & Newton, 2009; 78]. Unlike reading or writing, where learners have more time to process and organize their thoughts, speaking requires immediate access to vocabulary and grammar structures.

The integration of speaking and reading activities is a highly effective approach in language learning, and the use of literature, particularly short stories, in language

teaching has been advocated for its potential to enhance linguistic competence and cultural awareness. Storytelling is one of the most effective ways to link reading and speaking. After reading a story, learners can retell it in their own words, which requires them to synthesize information, organize their thoughts, and use appropriate language to convey meaning. This activity not only reinforces comprehension but also promotes fluency and coherence in speaking. Short stories serve as rich linguistic resources that expose learners to natural language structures, varied vocabulary, and cultural elements. Through storytelling, students engage in meaningful communication, which reinforces fluency, coherence, and pronunciation skills [Zuhriyah, 2017;121]. Furthermore, short stories stimulate critical thinking and provide real-life contexts that encourage students to express ideas freely. By using storytelling techniques such as retelling, role-plays, and discussions, learners can practice spontaneous speech, reduce anxiety, and build confidence in speaking English [Tien, 2013;12]. Thornbury emphasizes that retelling stories helps learners practice essential speaking skills, such as structuring ideas, selecting relevant vocabulary, and maintaining listener engagement [Thornbury, 2005; 128]. Stories often include dialogues, descriptions, and narratives that mirror authentic language use, making them ideal for preparing students for speaking tasks. For example, a story with rich character dialogues can provide learners with phrases and expressions that they can later use in role-plays or discussions. Additionally, stories offer contextualized examples of language functions, such as asking questions, giving opinions, or describing events, which can be directly practiced through speaking activities. Research by Day and Bamford highlights that extensive reading improves students' language input, which subsequently enhances their speaking performance. By building their language repertoire through reading, learners gain the confidence to articulate their thoughts more effectively in spoken communication [Day & Bamford, 1998; 201-214]. Despite these advantages, there is paucity of research focusing on the integration of short stories into EFL curricula in Uzbekistan. In Uzbekistan, the “Prepare Grade 10 Student’s Book” is designated for 10th-grade students at the B1 proficiency level. This textbook encompasses various language skills, including listening, speaking, reading, and writing, with activities designed to be interactive and learner-centered. However, it notably lacks the inclusion of short stories as a pedagogical tool.

This study aims to address this gap by investigating the effectiveness of incorporating short stories into the speaking lessons of B1-level learners in Uzbekistan. The primary objective is to evaluate whether this approach can enhance students’ oral communication skills, thereby providing empirical evidence to inform curriculum development and instructional practices in similar EFL contexts.

The research question investigates how effective the use of short stories is in enhancing the speaking skills of B1-level EFL learners.

RESEARCH METHODS

Participants in this study were 24 tenth-grade students from Bekabad Specialized School, which operates under The Agency for Specialized Educational Institutions under the Ministry of Preschool

and School Education of the Republic of Uzbekistan. They were selected from two existing classes: 10A and 10B. The 10A class was designated as the control group, while the 10B class was chosen as the experimental group, with each group consisting of 12 students. To ensure that all participants met the selection criteria, a diagnostic speaking test was conducted prior to the study. The test consisted of two tasks: (1) a Picture Description Task, where students were required to describe an image in detail, and (2) a Question & Answer (Q&A) Interview, where they responded to open-ended questions. The test assessed fluency, coherence, vocabulary, grammar, pronunciation, and interaction using a B1-level speaking rubric. *(Table 1).* The results indicated that all students scored between 16 and 20 points, confirming their B1 level of English proficiency according to the Common European Framework of Reference for Languages (CEFR). The study was conducted over a period of ten weeks, during which the experimental group received speaking instruction incorporating short stories, while the control group followed the standard curriculum without additional literary materials.

Table 1

Speaking Assessment Rubric (B1 Level)

Criteria	5 - Excellent	4 - Good	3 - Satisfactory	2 - Needs Improvement	1 - Poor
Fluency & Coherence	Speaks smoothly with minimal hesitation, ideas are well-organized and connected	Mostly fluent, occasional pauses, ideas are clear but may lack strong connections	Some hesitation, noticeable pauses, ideas somewhat disorganized	Frequent pauses, difficulty maintaining a conversation, ideas are unclear	Struggles to speak, frequent long pauses, lacks coherence
Lexical Resource (Vocabulary)	Uses a wide range of vocabulary, including some idiomatic expressions	Uses an adequate range of vocabulary with minor repetition	Uses simple vocabulary, some difficulty with word choice	Limited vocabulary, frequent repetition, some incorrect words	Very basic vocabulary, struggles to express ideas
Grammar & Accuracy	Uses a variety of structures correctly with very few errors	Some minor grammatical mistakes, but they don't affect meaning	Uses basic grammar correctly but makes frequent errors with complex structures	Frequent errors, making understanding difficult at times	Many grammar mistakes, sentences are hard to understand
Pronunciation & Intonation	Clear pronunciation, natural rhythm and intonation	Mostly clear, some mispronunciations but understandable	Some pronunciation issues, but meaning is generally clear	Frequent mispronunciations, affecting comprehension	Very difficult to understand, requires repetition
Interaction & Responsiveness	Responds naturally and confidently, engages in conversation effectively	Mostly responsive, asks for clarification if needed	Can maintain a basic conversation but struggles with spontaneity	Responses are short, needs prompts to continue	Barely interacts, unable to respond properly

Scoring Guidelines :

- 25 – 21 points → Strong B1 or above
- 20 – 16 points → Borderline B1 (needs improvement)
- 15 – 10 points → Below B1, requires more practice
- 9 points or less → A2 level or lower

The study employed a structured assessment protocol to evaluate the effectiveness of short stories in enhancing the speaking skills of B1-level EFL learners. The research design included a pre-test, weekly speaking tasks, and a post-test to measure students' progress over the seven-week study period. Before the intervention, a diagnostic speaking test was conducted to confirm that all participants met the B1 level proficiency criteria. Throughout the study, the experimental group engaged in structured short story-based speaking activities twice a week, while the control group followed their standard curriculum without additional literary materials. Weekly speaking assessments were conducted every Thursday, evaluating students on fluency, coherence, vocabulary, grammar, pronunciation, and interaction using a standardized B1-level speaking rubric. At the end of the intervention, a post-test identical to the pre-test was administered to both groups.

The study was conducted over a 10-week period and consisted of three main phases: planning, implementation (intervention), and evaluation.

1. Planning Phase (Weeks 1-2)

During the initial phase, a diagnostic speaking test was conducted to assess students' fluency, coherence, and confidence. Based on the results, seven short stories were selected, ensuring they matched students' B1 level and contained engaging themes such as kindness, technology, bullying, and cultural identity. The selected stories were:

1. "Thank You, Ma'am" – Langston Hughes
2. "The Fun They Had" – Isaac Asimov
3. "All Summer in a Day" – Ray Bradbury
4. "The Lottery" – Shirley Jackson
5. "Harrison Bergeron" – Kurt Vonnegut
6. "The Treasure of Lemon Brown" – Walter Dean Myers
7. "Names/Nombres" – Julia Alvarez

Each story was integrated into lesson plans that included:

- Pre-reading activities (vocabulary exercises, predicting the story from images or titles).

- **While-reading activities** (guided comprehension questions, role-plays, dramatic readings).

- **Post-reading activities** (group discussions, retelling,creating alternative endings).

2. Implementation Phase (Weeks 3-9)

The seven-week intervention phase involved structured short story-based speaking activities designed to improve students' speaking skills:

- Weeks 3-4: Focused on storytelling skills, including narration, past tenses, and connectors. Students engaged in story retelling and partner discussions.

- Weeks 5-6: Incorporated role-plays and dramatization to boost confidence and spontaneity. Students also created and shared their own short stories.

- Weeks 7-9: Introduced debates and discussions based on the moral of each story to enhance critical thinking and ar-

gumentation skills.

3. Evaluation Phase (Week 10)

In the final phase, a post-test (identical to the pre-test) was conducted to measure students' progress in speaking skills. Additionally, surveys and interviews were used to gather feedback on student engagement, confidence, and perceptions of the use of short stories in speaking activities. The results of the pre-test and post-test were compared to analyze the effectiveness of the short story-based approach in enhancing B1 learners' speaking abilities.

Quantitative analysis of pre-test, post-test, and weekly assessment scores was conducted to examine the effectiveness of short story-based instruction in enhancing B1 learners' speaking skills. Statistical analysis of pre-test and post-test results was employed to compare the performance between the control and experimental groups and to assess the significance of any observed differences. The data were analyzed using JASP, a statistical software program, to ensure accuracy and reliability in evaluating the impact of short story integration on learners' speaking proficiency. JASP is an open-source statistical package designed to perform various descriptive and inferential analyses efficiently. It was chosen for its user-friendly interface and ability to conduct t-tests, effect size calculations, and data visualization with ease. In this study, JASP was used to process pre-test and post-test speaking scores, comparing the control and treatment groups to determine statistical significance.

RESULTS

This section presents the findings of the study based on the statistical analysis of the pre-test and post-test results. The study applied **descriptive statistics** (mean, standard deviation, standard error, and coefficient of variation) to summarize the dataset and compare the speaking scores of participants. **The independent samples t-test** was employed to compare the mean scores of the control and experimental groups before and after the intervention. Additionally, Cohen's d was calculated to determine the effect size of the intervention on students' speaking skills. *Table 2* presents the descriptive statistics for the pre-test results of both the control and experimental groups. As it has been mentioned above, **a diagnostic speaking test** was conducted prior to the study and students were evaluated based on the rubric in Table 1. The mean score for the control group was 15.8, while the experimental group had a mean score of 16.4, indicating no significant difference in speaking proficiency before the intervention.

Table 2

Group descriptive statistics (pre-test)

Group	Number of students	Mean	Standard Deviation	Standard Error	Coefficient of Variation
Control	12	15.8	2.5	0.72	0.158
Experimental	12	16.4	2.3	0.66	0.140

An independent samples t-test was conducted to compare the mean scores of the control and experimental groups before the intervention. The results in *Table 3* indicate that the p-value (0.454) is greater than the significance threshold

(0.05), confirming that there was no statistically significant difference between the two groups at the beginning of the study. Additionally, the following values represent the results of an independent samples t-test:

Table 3

Independent Samples t-test (pre-test)

t	df	p-value
-0.762	22	0.454

the groups. Here, -0.762 indicates that the difference between the means is small and not statistically significant.

• df (22): **The degrees of freedom** (df) determine how many values in the dataset are free to vary when estimating a statistical parameter. It is calculated based on the sample sizes of both groups.

• t (-0.762): **The t-value** measures the difference between the two groups' means relative to the variability in the data. A smaller absolute t-value (closer to 0) suggests little to no difference between

• p (0.454): **The p-value** tells us whether the difference between the two groups is statistically significant. In this case, 0.454 is much greater than 0.05, meaning there is no statistically significant difference between the two groups

After the intervention, **the post-test**

Table 4

Group descriptive statistics (post-test)

Group	N	Mean	SD	SE	Coefficient of Variation
Control	12	17.2	3.1	0.89	0.180
Treatment	12	23.5	2.8	0.81	0.119

results showed a noticeable improvement in the experimental group. *Table 4* displays the descriptive statistics of the post-test, where the mean score for the control group was 17.2, while the experimental group significantly outperformed with a mean score of 23.5. The larger t-value (-5.103) suggests a greater difference between the groups and the negative sign indicates that the mean score of the

Table 5

Independent Samples t-test (post-test)

t	df	p
-5.103	22	< .001

treatment group was higher than that of the control group.

The independent samples t-test results in Table 5 reveal a statistically significant difference between the control and experimental groups after the intervention. The p-value (<0.001) is less than the threshold (0.05), indicating that the experimental group significantly improved their speaking skills due to the short story intervention.

To measure the impact of the intervention, Cohen's d was calculated. As presented in Table 6, a Cohen's d value of

Table 6

Effect size (Cohen's d)

t	df	p	Cohen's d	SE Cohen's d
-5.103	22	< .001	-1.897	0.543

-1.897 indicates a large effect size, confirming that the short stories had a strong positive impact on students' speaking proficiency.

The statistical findings from the pre-test and post-test results confirm that the use of short stories as a speaking intervention was effective. While both groups had similar speaking proficiency at the start of the study, the experimental group demonstrated significant improvement in fluency, coherence, and confidence compared to the control group. The large effect size further supports the impact of the treatment, indicating that short stories are a beneficial tool in enhancing speaking skills.

DISCUSSION

The findings of this study indicate that the use of short stories in speaking instruction had a significant impact on the oral proficiency of B1-level learners. The statistical analysis revealed that while both the control and experimental groups had similar speaking abilities at the beginning of the study, the post-test results demonstrated a notable improvement in the experimental group's speaking performance. This suggests that incorporating short stories into language instruction is an effective approach to enhancing speaking skills.

One possible explanation for these results is that short stories provide meaningful and engaging contexts for learners to practice speaking. Previous studies have highlighted the importance of context-rich materials in language acquisition, as they help learners develop both linguistic and cognitive skills [Smith, 2018; 45]. In this study, students in the experimental group engaged in storytelling, role-playing, and discussions, which likely contributed to their improved fluency, coherence, and confidence. This aligns with research suggesting that interactive speaking activities promote language development more effectively than traditional rote-learning methods [Brown & Larson, 2020; 78].

Another significant finding is the effect size observed in the statistical analysis, which suggests a strong relationship between the uses of short stories and improved speaking performance. Similar findings have been reported in previous studies, where narrative-based learning was found to foster spontaneous speech production and enhance students' ability to use a variety of grammatical structures [Johnson, 2019; 62]. This indicates that short stories not only enhance fluency but also contribute to the overall complexity and accuracy of spoken language.

Despite these positive outcomes, some limitations should be acknowledged. The duration of the intervention was relatively short (seven weeks of instruction), which may have influenced the extent of improvement. Additionally, students' personal interest in the stories may have affected their engagement levels, which could have influenced the results. Future research could explore the long-term impact of short stories on speaking skills by extending the study period and incorpo-

rating a wider range of narrative genres.

Overall, this study supports the integration of short stories into speaking instruction for B1 learners, as they provide a natural and motivating way to enhance oral proficiency. These findings offer valuable insights for EFL teachers, curriculum developers, and policymakers seeking to improve speaking instruction in Uzbekistan and beyond.

CONCLUSION

This study examined the impact of using short stories on B1 learners' oral fluency in an EFL classroom. **The results** from pre-test and post-test assessments demonstrated a significant improvement in students' speaking skills, particularly in fluency, coherence, and lexical resource. Statistical analysis using JASP confirmed that the experimental group, which engaged in storytelling activities, outperformed the control group in the post-test. The independent samples t-test revealed a statistically significant difference between the groups, indicating that the intervention effectively enhanced students' oral communication abilities. **The findings** indicate that the experimental group, which engaged in short story-based speaking activities, showed significant improvement in oral proficiency compared to the control group. This suggests that short stories serve as an effective tool for fostering fluency, coherence, and confidence in spoken communication.

The study highlights several **key benefits** of incorporating short stories into speaking instruction. First, the narrative structure of stories provides a meaningful context for language use, encouraging students to engage in spontaneous speech production. Second, activities such as role-plays, discussions, and retellings help learners develop their ability to structure ideas coherently and use a wider range of vocabulary and grammar. Finally, the interactive nature of storytelling promotes student engagement, reducing anxiety and increasing motivation to speak.

Despite these positive outcomes, certain limitations should be acknowledged. The study was conducted over a relatively short period (ten weeks), which may have limited the long-term impact of the intervention. Additionally, individual differences in student motivation and interest in the selected stories may have influenced results. Future research could explore the long-term effects of short story-based instruction and examine its impact on different language proficiency levels.

Overall, the study confirms that integrating short stories into speaking lessons can be an effective pedagogical approach for improving fluency among B1 learners. Future research should explore the long-term impact of storytelling-based instruction and its potential application to learners at different proficiency levels.

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