



THE REALIZATION OF THE CONCEPT OF “CHILD” IN UZBEK AND ENGLISH USING LEXICAL UNITS

Yakubova Gulnoza

*Assistant of the Department of
Philology of the non-governmental higher education institution
“University of Economics and Pedagogy”*

Cognitive linguistics fundamentally transforms our understanding of language by emphasizing its deep-rooted connection to human cognition and experience. Through key concepts such as conceptual metaphor theory, image schemas, embodied cognition, frame semantics, and prototype theory, we gain valuable insights into how language shapes and reflects our thoughts, perceptions, and cultural contexts.

This theoretical analysis reveals that meaning is not fixed but fluid, influenced by our bodily experiences and the specific frames we activate in communication. It highlights the variability of concepts across different cultures, underscoring the importance of context in understanding language.

Moreover, the practical applications of cognitive linguistics extend to education, psychology, intercultural communication, and artificial intelligence, offering tools to enhance learning, improve dialogue, and develop more intuitive AI systems.

In essence, cognitive linguistics invites us to appreciate the dynamic interplay between language and thought, encouraging a more nuanced view of how we communicate and understand the world around us. By embracing these insights, we can foster better communication practices and deepen our understanding of the intricate nature of human cognition.

Cognitive linguistics offers a rich framework for understanding the relationship between language and thought. Its basic concepts provide valuable tools for analyzing how we construct meaning and navigate our experiences. By exploring these ideas, researchers and practitioners can gain deeper insights into human cognition, leading to more effective communication and a greater appreciation for the complexity of language as a cognitive phenomenon.

The concept of "child" holds a significant place in both Uzbek and English-speaking cultures, embodying not only the biological stage of human development but also the social, emotional, and cultural dimensions associated with childhood. Lexical units in each language offer insights into how societies perceive and value children, reflecting diverse attitudes, traditions, and familial structures.

In English, terms such as "kid," "toddler," and "youth" highlight various stages of growth and the informal nuances of relationships with children. Similarly, Uzbek lexical units like "bola" and "kichik" convey affection and respect, emphasizing the communal aspect of child-rearing within Uzbek culture.

This exploration seeks to analyze the lexical variations surrounding the concept of "child" in both languages, shedding light on the cultural underpinnings that shape these terms. By examining how language reflects societal values and beliefs about childhood, we can gain a deeper understanding of the universal yet distinct experiences of being a child across different cultures.

The concept of "child" is a fundamental aspect of human experience, representing not only a biological stage of development but also a rich tapestry of social, emotional, and cultural significance. In both Uzbek and English-speaking cultures, the language used to describe children reveals deep insights into societal values, beliefs, and attitudes toward childhood. Lexical units associated with children—ranging

from formal terms to colloquial expressions—serve as windows into how different cultures perceive the roles, rights, and responsibilities of the younger generation.

In English, the diversity of terms such as "infant," "toddler," "teenager," and "youth" reflects a nuanced understanding of various developmental stages, each carrying its own connotations and implications. This variety not only illustrates the linguistic richness of the language but also highlights how English-speaking societies categorize and engage with children at different life stages.

Conversely, in Uzbek culture, terms like "bola" (child) and "kichik" (small) are imbued with affection and communal significance. The language emphasizes the importance of familial bonds and social responsibility in nurturing children, reflecting cultural values that prioritize collective well-being over individualism. Furthermore, the use of diminutives and affectionate terms in Uzbek underscores the emotional connection between adults and children, showcasing a protective and nurturing attitude prevalent in the society.

This exploration aims to delve into the lexical units that encapsulate the concept of "child" in both Uzbek and English, examining how these terms reflect broader cultural narratives. By analyzing the similarities and differences in language usage, we can better understand how each culture shapes its understanding of childhood, influences parenting practices, and ultimately impacts the development of future generations. Through this comparative lens, we can appreciate the universal essence of childhood while recognizing the distinct cultural frameworks that inform our perceptions and interactions with children.

The concept of "child" can be explored through various lexical units in both Uzbek and English, reflecting cultural nuances, societal values, and linguistic structures. Here's a comparative analysis:

English Lexical Units

1. Child - A general term for a young human being.
2. Kid - An informal term often used to refer to children.
3. Toddler - Refers specifically to a young child who is just learning to walk.
4. Infant - A term for a very young child, typically under one year old.
5. Youth - Often used to describe adolescents or teenagers.
6. Minor - A legal term referring to someone under the age of majority.

Uzbek Lexical Units

1. Bola (бола) - The general term for a child.
2. Kichik (kichik) - Means "small" and is often used affectionately to refer to young children.
3. Bola-cha (бола-ча) - A diminutive form, conveying endearment.
4. Yosh bola (ёш бола) - Refers to a young child or toddler.
5. O'spirin (ўспирин) - Refers to a teenager or youth.

- In English-speaking cultures, terms like "kid" may imply a more casual or affectionate relationship, while "minor" carries legal implications regarding rights and responsibilities.

- In Uzbek culture, the word "bola" often encompasses not just the individual but also the familial and societal roles that children play, reflecting the importance of community in raising children.

Both languages provide a rich array of terms that reflect not only the age and developmental stage of a child but also cultural attitudes towards childhood, family, and social responsibility. Understanding these lexical units helps in grasping the broader concept of "child" within each culture.

The concept of "child" serves as a pivotal element in understanding human development, societal structures, and cultural values. Children are not merely seen as future adults but as integral members of society whose identities, rights, and roles are shaped by the cultural contexts in which they exist. The lexicon surrounding childhood varies significantly across languages, reflecting differing societal attitudes and beliefs about children and their place in the world.

In English, the terminology associated with children encompasses a broad spectrum of developmental stages and social roles. Terms like "newborn," "preschooler," "adolescent," and "young adult" not only denote age but also imply specific expectations, responsibilities, and social interactions. The language is rich with idiomatic expressions and colloquial terms that convey affection, concern, or even frustration regarding children, revealing the multifaceted nature of parent-child relationships and societal perceptions of youth.

Similarly, in Uzbek culture, the lexicon surrounding children is deeply intertwined with familial values and communal responsibilities. Words such as "bola" (child) and "o'g'il" (son) or "qiz" (daughter) carry significant emotional weight and reflect the cultural emphasis on family ties, respect for elders, and the communal nurturing of the younger generation. The use of diminutive forms often signifies affection and protection, illustrating a collective approach to childhood that prioritizes social harmony and interdependence.

This comparative analysis seeks to uncover how lexical units related to the concept of "child" in both Uzbek and English not only serve as labels but also encapsulate broader cultural narratives. By examining the nuances of language use—such as connotations, emotional resonance, and contextual applications—we can gain insights into how each culture perceives childhood. This exploration will highlight the universal themes of love, care, and growth while also acknowledging the distinct cultural frameworks that shape our understanding of what it means to be a child.

Ultimately, this investigation aims to foster a deeper appreciation for the rich tapestry of childhood experiences across cultures, illuminating how language reflects and influences our interactions with the youngest members of society. Through this lens, we can better understand the implications of these lexical choices on parenting practices, educational approaches, and societal expectations surrounding children in both Uzbek and English-speaking contexts.

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