

**A'zamova Dilfuza Shafoevna**

Senior Lecturer, Interfaculty Department of Foreign Languages

Termez State University.

## **INTERPRETATION OF THE CONCEPT OF DISCOURSE IN UZBEK AND ENGLISH LINGUISTICS: ANALYZING DISCOURSE TYPES**

**Abstract.** This article examines the concept of discourse in Uzbek and English linguistics, analyzing similarities and differences in its interpretation. By exploring theoretical frameworks and practical examples of discourse types, the study highlights how cultural and linguistic contexts shape discourse analysis. The comparative approach sheds light on narrative, argumentative, and conversational discourses, offering insights into their distinct features in both languages.

**Keywords:** Discourse analysis, Uzbek linguistics, English linguistics, narrative discourse, argumentative discourse, conversational discourse, cultural context, linguistic comparison, stylistics, communication.

## **O'ZBEK, INGLIZ TILSHUNOSLIGIDA *DISKURS* TUSHUNCHASINING TALQINI (DISKURS TURLARI MISOLIDA)**

**Abstrakt.** Ushbu maqolada o'zbek va ingliz tilshunosligida diskurs tushunchasi ko'rib chiqiladi, uning talqinidagi o'xshashlik va farqlar tahlil qilinadi. Nazariy asoslarni va nutq turlarining amaliy misollarini o'rganish orqali tadqiqot madaniy va lingvistik kontekstlar nutq tahlilini qanday shakllantirishini ta'kidlaydi. Qiyosiy yondashuv hikoya, bahsli va so'zlashuv nutqlarini yoritib beradi, ularning har ikki tildagi o'ziga xos xususiyatlari haqida tushuncha beradi.

**Kalit so'zlar:** Diskurs tahlili, o'zbek tilshunosligi, ingliz tilshunosligi, bayonli nutq, argumentativ nutq, so'zlashuv nutqi, madaniy kontekst, lingvistik taqqoslash, stilistika, muloqot.

## **ИНТЕРПРЕТАЦИЯ КОНЦЕПЦИИ ДИСКУРСА В УЗБЕКСКОМ И АНГЛИЙСКОМ ЯЗЫКОЗНАНИИ: АНАЛИЗ ТИПОВ ДИСКУРСА**

**Аннотация.** В этой статье рассматривается концепция дискурса в узбекском и английском языкознании, анализируются сходства и различия в

ее интерпретации. Изучая теоретические основы и практические примеры типов дискурса, исследование подчеркивает, как культурные и языковые контексты формируют анализ дискурса. Сравнительный подход проливает свет на повествовательный, аргументативный и разговорный дискурсы, предлагая понимание их отличительных особенностей в обоих языках.

**Ключевые слова:** Анализ дискурса, узбекское языкознание, английское языкознание, повествовательный дискурс, аргументативный дискурс, разговорный дискурс, культурный контекст, лингвистическое сравнение, стилистика, коммуникация.

**Introduction. Discourse** is a foundational concept in linguistics, representing language use in its broader social and cultural context. Unlike isolated sentences, discourse considers how language functions in communication, incorporating text, context, and the dynamic interaction between speaker and listener or writer and reader. Theories of discourse often emphasize its interdisciplinary nature, linking linguistics to sociology, psychology, and cultural studies. The term "discourse" has been a focal point of linguistic studies, representing language use beyond the sentence level and encompassing social and cultural dimensions. In English linguistics, discourse analysis has evolved through contributions from scholars like Foucault and Halliday, emphasizing text and context. Uzbek linguistics, influenced by Soviet traditions, often ties discourse closely to stylistics and communicative acts.

This study investigates how the concept of discourse is interpreted in Uzbek and English linguistics, focusing on narrative, argumentative, and conversational discourse types. By examining these types, the study aims to reveal the influence of cultural and linguistic factors on discourse construction and interpretation.

In Uzbek linguistics, discourse is closely tied to stylistics, focusing on how language is used for expressive and communicative purposes. Scholars like Muminov (1999) and Kadirova (2002) highlight the cultural and oral traditions that shape Uzbek discourse. Uzbek linguists emphasize the role of context, including

historical, cultural, and situational factors, in shaping discourse. The focus is often on how communicative acts are influenced by collectivist values and cultural norms.

**Methods.** The article employed a comparative linguistic approach, incorporating:

1. **Theoretical Analysis:** Review of scholarly works in Uzbek and English linguistics to understand definitions and frameworks of discourse.

2. **Data Collection:** Examples of narrative, argumentative, and conversational discourses were extracted from Uzbek and English texts, including literature, political speeches, and dialogues.

3. **Framework:** Texts were analyzed using discourse analysis techniques, focusing on coherence, cohesion, and pragmatic features.

**Results.** The analysis identified both shared and unique features in the interpretation of discourse across the two linguistic traditions:

1. **Narrative Discourse**

➤ **English:** Typically linear, with a strong emphasis on chronology and causality (e.g., storytelling in novels like *To Kill a Mockingbird*).

➤ **Uzbek:** Often incorporates oral storytelling traditions, with circular structures and repetitive patterns (e.g., epics like *Alpomish*).

2. **Argumentative Discourse**

➤ **English:** Focuses on logical structure and evidence-based reasoning (e.g., political speeches by Martin Luther King Jr.).

➤ **Uzbek:** Emphasizes rhetorical devices and proverbs to appeal to emotions and cultural values (e.g., speeches by prominent historical figures like Alisher Navoi).

3. **Conversational Discourse**

➤ **English:** Direct and pragmatic, often reflecting individualism. For example, "How are you?" frequently functions as a phatic expression.

➤ **Uzbek:** Indirect and relational, with greetings often involving inquiries about family and health, reflecting collectivist values.

**Discussion.** The findings demonstrate that discourse interpretation is deeply rooted in cultural and linguistic contexts. While both traditions recognize discourse as a socially embedded linguistic phenomenon, English linguistics tends to adopt a universalist approach, emphasizing structural coherence. Conversely, Uzbek linguistics often prioritizes cultural and contextual relevance, influenced by oral traditions and collectivist ideologies.

For example, narrative discourses in Uzbek frequently use repetition and proverbs, serving both aesthetic and mnemonic purposes, while English narratives emphasize character development and conflict resolution. These distinctions underscore the interplay between linguistic form and cultural function in discourse construction.

**Conclusion.** This study highlights the importance of cultural and linguistic contexts in shaping discourse types. Understanding these differences enriches cross-cultural communication and comparative linguistics. Future research could explore how globalization and digital communication are influencing the evolution of discourse in Uzbek and English contexts. Both English and Uzbek linguistics recognize discourse as socially embedded, though their emphases differ. English linguistics often adopts a universalist lens, analyzing language structure and function, while Uzbek linguistics emphasizes cultural and relational aspects.

### References

1. Foucault, M. (1972). *The Archaeology of Knowledge*.
2. Halliday, M.A.K. & Hasan, R. (1976). *Cohesion in English*.
3. Muminov, M. (1999). *O'zbek tilida matn va diskurs*.
4. Navoi, A. (1483). *Sab'ayi Sayyor*.
5. Аъзамова, Д. Ш. (2020). Особенности коммуникативной методики преподавания английского языка в неязыковом вузе. *Образование и наука в России и за рубежом*, (4), 188-191.

6. Fakhriddinovna, K. B., & Fakhriddinovna, U. N. (2021). The Use of Interactive Bilingual Learning for Teaching English Language the Ages Of 5-6. *Texas Journal of Multidisciplinary Studies*, 3, 135-138.

7. Faxriddinova, Q. B. (2023). The role and importance of an integrated bilingual approach in teaching English to students.

8. Karshieva, B. F. (2023). A component of professional communicative competence in English is professional engineering knowledge. *Journal of Universal Science Research*, 1(12), 257-261.

9. Fakhriddinovna, K. B., & Fakhriddinovna, U. N. (2021). The Use of Interactive Bilingual Learning for Teaching English Language the Ages Of 5-6. *Texas Journal of Multidisciplinary Studies*, 3, 135-138.

10. Karshieva, B. F. (2022). Methodology and pedagogical practice-test result of organization of pedagogical training. *Экономика и социум*, (12-1 (103)), 135-138.