

EDUCATIONAL DISCOURSE IN THE UZBEK AND ENGLISH LANGUAGES

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Annotation

The pedagogical discourse in both Uzbek and English is examined in this study. Communication with the goal of imparting knowledge during the educational process is known as educational discourse. It encompasses a variety of interactions, including talks between instructors and students as well as lectures and instructional materials. The article's goal is to examine the linguistic characteristics of two languages in an educational setting, with a focus on lexical, syntactic, and stylistic distinctions and similarities. The significance of language in education and the impact of social and cultural trends on education are given particular focus. The roles of educational discourse, such as information content, formalization, and pragmatic influence, are examined in this article. It also takes into account how educational discourse interacts with other kinds of courses, such as scientific, professional, and cultural. The study's findings demonstrate that, despite variations in vocabulary and structure, educational discourses in Uzbek and English have certain things in common, like the use of specialist vocabulary, the formalization of communication, and the way information is presented. People's perspectives on education are also influenced by linguistic customs and cultural distinctions in each nation.

Key words

discourse, cultural custom, linguistic features, syntax, communication style, sensitive translation, instructional discourse

Аннотация

В статье анализируется образовательный дискурс на узбекском и английском языках. Образовательный дискурс – это коммуникация, направленная на передачу знаний в образовательном процессе. Он включает в себя различные виды взаимодействия, такие как лекции и учебные материалы, а также разговоры между учителями и учениками. Целью статьи

является изучение особенностей языка в образовательной среде двух языков, с особым акцентом на лексическом, синтаксическом и стилистическом различиях и сходствах. Особое внимание уделяется влиянию культурных и социальных тенденций на образование, а также роли языка в образовании. В этой статье рассматриваются различные функции образовательного дискурса, включая информационное наполнение, формализация и прагматическое воздействие. Кроме того, рассматривается взаимодействие образовательного дискурса с другими видами курсов, такими как культурологический, профессиональный и научный. Результаты исследования показывают, что, несмотря на различия в структуре и лексике, образовательные дискурсы на английском и узбекском языках делятся общими чертами, такими как использование специальной лексики, формализация коммуникации и способ подачи материала. Культурные различия и языковые традиции также влияют на то, как люди в каждой стране видят образование.

Ключевые слова

дискурс, культурный обычай, языковые особенности, синтаксис, стиль общения, деликатный перевод, учебный дискурс

A particular type of communication used to organize the educational process and transfer knowledge is called educational discourse. Lectures, seminars, course materials, and interpersonal communication between instructors and students are just a few of the many encounters that fall under this broad category. The linguistic features of educational discourse play a crucial role in forming the educational process since language affects how knowledge is seen, acquired, and used later on in addition to being a means for information transmission. Studying educational discourse in various languages offers a special chance to investigate the social and cultural variations that affect how education is structured in various nations. The comparison of educational discourse in Uzbek and English is the main subject of this study. Each language has unique qualities that show how these nations' educational systems and cultural customs differ from one another.

English is frequently employed as a lingua franca in educational institutions all over the world because it is an international communication tool. As the official language of Uzbekistan, Uzbek continues to play a part in the country's educational system, reflecting the particulars of social context and cultural identity. A deeper comprehension of the role of language in educational practice and the identification of significant trends in the linguistic structuring of the educational process across cultures are made possible by an awareness of how educational discourse is generated and operates in different languages. Thus, the aim of the article is to

examine educational discourse in both Uzbek and English, pinpoint important distinctions and parallels between their linguistic constructions, and investigate how these characteristics affect how educational content is perceived and how participants interact with one another.

There are a number of obstacles that must be carefully considered and thoroughly examined while studying educational discourse in the setting of other languages, such as Uzbek and English. The disparity between the languages' structural and functional characteristics is one major problem. Because Uzbek and English are from separate linguistic groups—Turkic and Indo-European, respectively—different techniques to text structure and utterance production are used in educational settings. This affects how instructional materials are seen and interpreted, as well as how information is transferred. The impact of cultural variations on educational discourse is another crucial problem. Teaching methods and approaches to teacher-student engagement might vary greatly between Uzbekistan and nations where English is the main language of communication.

Language forms and communication styles are influenced by cultural customs, social interaction patterns, and variations in educational ideals. For instance, a more formal communication style is frequently seen in Uzbek educational settings, but informality and conversation may be more valued in English-speaking nations.

Differences in language and syntax are the source of technical complexity, which occasionally makes translating and adapting instructional materials more difficult. It may be necessary to create new terms or modify preexisting notions since terminology and concepts that are acceptable in one linguistic culture may not have precise counterparts in another. This complicates learning and causes issues when translating textbooks, articles, and other materials from one language to another, particularly for students who are not fluent in both. The need to strike a balance between traditional teaching methods and the use of cutting-edge educational technologies, which necessitates the adaptation of educational discourse at both the language and content levels, is another challenge that emerges in the current context of globalization and increased interaction between educational systems in different countries.

Therefore, it is important to consider cultural, social, and methodological factors in addition to linguistic variations when examining educational discourse in the Uzbek and English languages . These factors can have a substantial impact on how the educational process is seen and how successful it is.

It is essential to create an all-encompassing strategy that considers linguistic, cultural, social, and methodological factors in order to successfully solve the

difficulties that come up while researching instructional discourse in Uzbek and English. Among the potential fixes are:

1. Taking language variations into account while creating instructional materials. The structuring of instructional materials is impacted by variations in linguistic structure, which is one of the primary obstacles. Developing techniques for modifying and translating instructional materials that consider the unique qualities of each language is crucial to overcoming this. It is crucial to take cultural differences and the text's context into account in addition to translating it. Educational information will be transmitted accurately and misconceptions will be prevented by using culturally sensitive translation and material development techniques.

2. Incorporating cultural differences into the teaching and learning process. Programs for culturally adaptive teaching must be developed in order to reduce the influence of cultural variations on educational discourse. It is critical that educators understand cultural differences and incorporate them into their lesson plans. For instance, implementing international educational standards and using multicultural techniques would help make education more inclusive and universal while also encouraging instructors and students to become more inter culturally competent.

3. Creating a database of uniform terminology. Understanding and utilizing specialist words in a variety of educational situations can be challenging due to differences in language and terminology. The creation of unified international or cross-cultural databases that contain definitions and phrases used in educational systems in several languages is required to overcome this problem. The development of such materials will guarantee more accurate information transfer and make it easier for educators and students to understand terminology.

Several suggestions and ideas may be made to enhance the educational process and research in this field based on the issues pertaining to the disparities in educational discourses between the Uzbek and English languages. The development of instructional platforms that function in both Uzbek and English is a crucial first step. These platforms may be used to teach language as well as other subjects, making it easier to integrate national and international educational methods. They will also guarantee that instructional resources are accessible to students who speak different languages. Language hurdles in the educational process can be removed with the help of contemporary machine translation and artificial intelligence technology. The correctness and dependability of the information communicated will be guaranteed by the development of automatic

translation systems and content modification that take into consideration the particulars of educational materials and cultural variations.

Several intercultural exchange programs might be created to enhance understanding and experience sharing between the educational institutions of the Uzbek and English-speaking countries. Teachers and students would be allowed to take part in worldwide initiatives, which would enable them to share information, develop their language abilities, and comprehend the nuances of educational procedures in other nations. Therefore, the suggested proposals seek to raise the standard of education, increase the efficacy of instruction, and advance educational discourse research. Their adoption will result in a more cohesive and culturally sensitive learning environment where language and cultural diversity is seen as valuable assets for development in an increasingly interconnected world.

Conclusion. When comparing and evaluating the educational practices and linguistic features of these two systems, a study of educational discourse in the Uzbek and English languages shows some important factors that need to be taken into account. Both Uzbek and English educational discourses aim to achieve the same objective, despite structural and linguistic differences: the efficient transmission of information and the construction of a learning environment that supports student growth. However, the perception and absorption of educational content can be influenced by cultural variations, language obstacles, and a variety of educational traditions. To overcome these variances, specific approaches and instruments must be developed. The efficacy of the educational process may be greatly increased by implementing suggested solutions, such as the establishment of multilingual educational platforms, the training of instructors and students in intercultural competency, and the use of contemporary technology to get around language obstacles. In order to ensure that educational resources are accurate and accessible for students from diverse language and cultural backgrounds, it is also crucial to create standardized terminology and methodological techniques that will assist reduce the difficulties associated with translating and adapting them. Therefore, a complete strategy that integrates linguistic, cultural, social, and technical solutions is necessary for the successful study and integration of educational discourses in Uzbek and English. This will facilitate the growth of international collaboration and intercultural exchange in education by fostering a more peaceful and effective learning environment.

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