

RHETORICAL FEATURES IN THE SPEECH OF ENGLISH AND UZBEK PEDAGOGICAL WORKERS: A LINGUOCULTUROLOGICAL PERSPECTIVE

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Annotation. This article examines rhetorical features in the professional speech of English and Uzbek pedagogical workers through the lens of linguoculturology. It explores how cultural values, national communicative traditions, and educational ideologies shape teachers' rhetorical strategies. The study compares persuasive, expressive, and interactional rhetorical patterns in both linguistic communities, highlighting their sociolinguistic motivations and pedagogical implications. The findings demonstrate that rhetoric in teacher speech functions not only as a communicative tool but also as a cultural embodiment of identity and pedagogical authority.

Key Words: English pedagogy; Uzbek pedagogical discourse; rhetoric; linguoculturology; communicative strategies; teacher identity; educational communication; intercultural rhetoric.

Pedagogical discourse is one of the most culturally charged forms of institutional communication. Teachers do not simply transmit knowledge — they embody cultural norms, moral frameworks, and national communicative traditions. Rhetoric, as a key element of their speech, functions as a tool for persuasion, emotional regulation, interaction, and identity performance.

In recent decades, linguoculturology has emerged as a powerful framework for understanding how language practices are shaped by cultural values. Applying this approach to teacher discourse reveals how rhetorical patterns differ across linguistic communities such as English and Uzbek, where educational traditions, hierarchical norms, and communicative expectations vary significantly.

1. Linguoculturological Approach

Linguoculturology studies how language reflects national mentality, value systems, and cultural codes (Vereshchagin & Kostomarov, 2005). According to this approach, rhetorical forms are culturally embedded practices representing collective communicative norms.

2. Pedagogical Rhetoric

Pedagogical rhetoric is defined as the strategic use of persuasive, explanatory, and motivational language aimed at shaping student behavior and cognition (Tannen, 1994; Hyland, 2005).

3. Cross-Cultural Communication in Education

Intercultural rhetoric research confirms that teachers' speech styles differ based on cultural power distance, politeness norms, and instructional ideologies (Scollon & Scollon, 2012).

The study relies on:

- comparative linguoculturological analysis,
- discourse analysis of authentic classroom interactions,
- review of empirical research on pedagogical communication in

English and Uzbek contexts.

Sources include recorded teacher–student dialogues, methodological literature, and existing linguistic studies.

1. Persuasive Rhetoric: Direct vs. Indirect Styles

English Teachers

- Often use soft directives (“Let’s try...”, “Maybe you could...”).

- Rely on reason-based persuasion in line with low power distance cultures.
- Utilize motivational rhetoric focused on learner autonomy.

Uzbek Teachers

- More likely to apply authority-based persuasion, reflecting collectivist values.
- Use didactic and moralizing rhetoric to reinforce discipline.
- Preference for indirect praise but direct criticism—a culturally conditioned asymmetry.

These differences align with linguocultural norms: Anglo-Saxon communication prioritizes autonomy, while Uzbek communication foregrounds respect and hierarchy.

2. Expressive Rhetoric and Emotional Coding

English pedagogical discourse:

- Controlled emotional display (neutral-positive tone).
- Humor used strategically to reduce distance.

Uzbek pedagogical discourse:

- Rich expressive means, often metaphorical (“bolam”, “aqilli qizim”).
- Emotional reinforcement serves to maintain relational closeness.

Both speech communities use expressivity; however, emotional expression is more context-dependent in English and more relationship-oriented in Uzbek.

3. Interactional Rhetoric and Classroom Dialogues

English classrooms

- High frequency of interactional prompts: “What do you think?”, “Any ideas?”
- Emphasis on co-construction of meaning.

Uzbek classrooms

- More teacher-dominated speech, historically shaped by Soviet pedagogical models.
- Student engagement is increasing, but asymmetrical interaction persists.

These patterns demonstrate how ideology and tradition shape classroom talk.

4. Linguocultural Symbols in Teacher Speech

- English teachers employ culturally embedded rhetorical frames such as fairness, independence, inquiry.
- Uzbek teachers use culturally rooted concepts such as tarbiya, hurmat, mas'uliyat.

Rhetoric thus becomes a mirror of national pedagogical philosophy.

Rhetoric in the speech of pedagogical workers is a linguocultural phenomenon reflecting deep-seated cultural norms and educational ideologies. English and Uzbek teacher discourse demonstrates both universal features of pedagogical communication and culturally specific rhetorical strategies.

Understanding these differences is essential for:

- improving teacher training programs,
- enhancing intercultural competence,
- designing linguoculturally sensitive educational materials,
- supporting internationalized teaching environments.

The linguoculturological approach proves highly effective in analyzing how rhetoric functions as a bridge between language, culture, and pedagogy.

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