

CONTRASTIVE ANALYSIS OF PHRASES WITH THE CONCEPT
“STUDENT” IN ENGLISH AND UZBEK LANGUAGES

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ANNOTATION

This article presents a contrastive linguistic and cultural analysis of phrases and expressions related to the concept “student” in English and Uzbek languages. The study focuses on identifying similarities and differences in the semantic, structural, and cultural representations of the term in both linguistic systems. The findings reveal that English emphasizes individuality, creativity, and practical learning, while Uzbek reflects values of respect, discipline, and moral responsibility in the educational process. The article highlights how cultural perspectives shape language use related to students and education.

Keywords: student, contrastive analysis, linguoculture, semantics, education, English, Uzbek, culture, phraseology.

The concept “student” is central to both English and Uzbek cultures, symbolizing youth, learning, and the pursuit of knowledge. However, each language encodes this concept differently depending on its cultural and social context. Through the lens of contrastive linguistics, this article explores the phraseological and cultural representations of students in English and Uzbek, revealing underlying values about education, work, and personal growth.

In linguocultural studies, a concept represents a culturally marked unit of thought expressed through language. According to Maslova (2001), linguistic concepts such as student are closely tied to national traditions, worldview, and education systems. English and Uzbek languages both have rich sets of idioms, proverbs, and fixed expressions that characterize the student — but their semantic content reflects distinct cultural ideologies.

In English, phrases and idioms related to students typically highlight independence, experience, and intellectual curiosity. Examples include:

- Straight-A student – an excellent student.
- Teacher’s pet – a student favored by the teacher.
- Cram for exams – study intensively before exams.
- Hit the books – to study hard.
- A good student never stops learning.

- School of life – the experience gained outside formal education.

These expressions show that English culture values **initiative, practical knowledge, and self-discipline**. The metaphor school of life illustrates the belief that learning continues beyond formal education. The focus is often on individual responsibility and achievement.

Uzbek expressions about students reflect cultural values such as **respect for teachers, diligence, and moral behavior**. Common phrases and proverbs include:

- O‘quvchi — kelajak egalari (Students are the owners of the future).
- Yaxshi o‘quvchi ustozning yuzini yorug‘ qiladi (A good student makes his teacher proud).
- Bilim izlagan shogird, mehnatni sevgan inson (A student who seeks knowledge loves labor).
- Ustozsiz shogird – yo‘qsiz yigit (A student without a teacher is a man without wealth).
- O‘qigan o‘qitadi, o‘qimagan kuyinadi (He who learns teaches, he who doesn’t regrets).

These phrases demonstrate that the student in Uzbek culture is perceived not only as a learner but also as a moral and social being. The educational process is viewed as a sacred path where the student must respect the teacher and serve the nation through knowledge.

The English concept of student centers around personal development and adaptability, while the Uzbek concept integrates moral duty, hard work, and national identity. These differences illustrate the broader cultural orientations of individualism (English) and collectivism (Uzbek).

English culture encourages students to explore, experiment, and learn independently. The language reflects this through idioms about self-motivation and achievement.

In contrast, Uzbek culture links being a student with social duty and moral upbringing. The term shogird (student/apprentice) historically implies respect and mentorship, rooted in the ancient traditions of craft and Islamic learning. The moral foundation of Uzbek education is reflected in its proverbs emphasizing humility and lifelong respect for teachers.

The contrastive analysis of phrases with the concept “student” in English and Uzbek languages demonstrates that both cultures deeply value education and learning but conceptualize the role of the student differently. English highlights individualism, autonomy, and knowledge as empowerment, while Uzbek emphasizes moral education, respect, and collective well-being. Understanding these distinctions contributes to intercultural communication, translation, and language teaching by revealing how cultural values shape linguistic expression.

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