

# LINGUOCULTURAL FEATURES OF PROVERBS AND SAYINGS ABOUT SCIENCE IN ENGLISH AND UZBEK

Scientific advisor: Ziyayeva Dilnoza

**Abstract:** The heritage of any nation is rich not only in its tangible achievements, but also in its intangible assets, among which proverbs and sayings have a paramount place. These concise and figurative expressions, having been formed over centuries, reflect the collective worldview, values, traditions, and beliefs of a society. In both English and Uzbek cultures, proverbs and sayings related to science, learning, and knowledge constitute an essential part of the linguistic and cultural heritage. They represent the appreciation of the importance of science and learning, and manifest the ways in which both societies perceive intellectual pursuit, the value of education, and the status of the learned individual.

**Key words:** proverbs about science, sayings about knowledge, linguocultural features, English proverbs, Uzbek proverbs, cultural values, wisdom transmission, educational heritage, metaphorical language, worldview.

When examining the linguocultural features of proverbs and sayings concerning science, knowledge, and learning in both English and Uzbek, it is important to observe how these societies conceptualize the role of knowledge in the shaping of one's destiny, improvement of society, and personal growth. Both languages utilize proverbs and sayings as tools to promote the pursuit of science and knowledge. The wisdom encoded within such expressions exerts a profound influence on the collective national consciousness, encouraging lifelong learning and respect for scholars, educators, and knowledge itself. Both English and Uzbek proverbs about science tend to highlight the transformative power of knowledge. In English, the tendency is to frame knowledge and learning as lifelong processes that ennoble the individual, broaden horizons, and foster virtue. Similarly, in Uzbek linguoculture, science and knowledge are regarded as means for attaining prosperity, spiritual elevation, and social recognition. They both project the learned individual as a valued and even revered figure within society,

viewed as a source of wisdom and guidance for others. Linguistically, proverbs about science in English are usually characterized by brevity, metaphorical meaning, and syntactic simplicity. They often utilize analogy and symbolism, as well as didactic undertones. In Uzbek, proverbs about science often employ poetic devices such as parallelism, repetition, and rhythm, as well as lexical elements unique to the cultural and historical context of the Uzbek people. Both languages use figurative language to ensure the long-lasting impression and memorability of these expressions [1].

The cultural connotations embedded in proverbs and sayings about science reveal the underlying values of both societies. In English culture, there is a longstanding emphasis on rationality, pragmatic wisdom, and individual advancement, which is mirrored in proverbs highlighting personal initiative in acquiring knowledge, the boundless nature of science, and the idea that learning is a never-ending journey. In contrast, Uzbek culture tends to intertwine scientific pursuit with notions of morality, altruism, and communal well-being. Knowledge is perceived not only as a means of personal gain, but as a responsibility to benefit the collective, a path to achieving harmony within society, and a way to maintain balance between the individual and the community. Comparing the imagery found in proverbs about science between these two languages, it can be noted that English expressions are more inclined towards universality and generic conceptualization. They often utilize imagery from nature, travel, or daily life, making abstract concepts accessible to a wide audience. Uzbek expressions, meanwhile, tend to feature culturally authentic metaphors, drawing from agricultural traditions, social structures, and Islamic teachings. This difference in imagery reflects the varying socio-historical experiences and worldview paradigms of the respective cultures. Moreover, the linguistic features of proverbs and sayings regarding science illustrate the process of cultural transmission. In both English and Uzbek, such units are typically employed by older generations to teach children about the value of education, perseverance, curiosity, and critical thinking. These proverbs serve as mnemonic devices, making them powerful pedagogical tools that transmit important moral and ethical lessons along with practical skills and knowledge [2].

Notably, proverbs and sayings about science also serve to build a bridge between ancient wisdom and modern lifestyles. In the contemporary world, where scientific and technological progress accelerate rapidly, the invocation of these traditional units in everyday speech serves as a reminder of the enduring importance of science and rational thinking. In English-speaking societies, referencing proverbs about science often serves to reinforce the idea that modern endeavors are built upon the collective achievements of the past. In Uzbek society, invoking such expressions underscores the deep respect for scholarship and the enduring relevance of knowledge as a means of adapting to social change and achieving personal excellence. The motivational aspect of proverbs and sayings about science in both English and Uzbek is another important linguocultural feature. These linguistic units often encourage listeners to overcome adversities, remain curious, continue learning regardless of age or status, and maintain humility in the acquisition and use of knowledge. They warn against arrogance, ignorance, and apathy, positioning seekers of knowledge as praiseworthy and beneficial to society [3].

Furthermore, English and Uzbek proverbs and sayings about science display the value each culture places on different types of knowledge. In English, there is often an explicit distinction between theoretical and practical knowledge, with an apparent preference for the synthesis of both. Uzbek proverbs tend to view knowledge as holistic, integrating religious, moral, and practical dimensions, reflecting the interconnectedness of the spiritual and material realms in Uzbek worldview. Examining the sociolinguistic function of such proverbs, it becomes evident that they fulfill a dual role: they not only condense and transmit collective experiences, but also reinforce group cohesion by affirming shared values. In English-speaking cultures, reference to well-known proverbs about science can immediately establish common ground among interlocutors and encourage further reflections about learning and intellectual growth. In Uzbek gatherings, quoting a proverb about knowledge is both a sign of respect for tradition and an effective way to inspire action, decision-making, and the appreciation of scholarship [4].

From a pragmatic point of view, the usage of proverbs about science in discourse typically occurs in educational, familial, and social situations, where advice, encouragement, or admonishment is required. Their universality and versatility allow them to be used in a variety of contexts, and they form an integral part of the rhetorical and communicative strategies of both cultures. Finally, the study of linguocultural features of proverbs about science in English and Uzbek reveals not only the similarities in how both societies venerate science and learning, but also the unique ways in which each culture conceptualizes the journey of intellectual development. English linguistic tradition emphasizes broad generalizations and appeals to universal experience, while Uzbek tradition highlights the interconnectedness of the individual, community, and the divine within the journey of acquiring knowledge [5].

**Conclusion:**

In conclusion, English and Uzbek proverbs and sayings about science carry the weight of the centuries-old understanding of the power and significance of learning. They continue to play a vital role in shaping the attitudes, aspirations, and beliefs of individuals within their respective societies. By imparting both explicit and implicit lessons about the nature of science and the value of knowledge, these expressions assure the continuity of intellectual traditions and the sustained reverence for learning. Their enduring appeal lies in their ability to distill the cultural essence of each nation, serving as beacons of wisdom, encouragement, and ethical guidance for generations to come.

**References:**

1. Abdullaeva, D. (2021). "Linguistic and cultural characteristics of phraseologisms related to science and education in English and Uzbek". *Language and Literature*, 4(2), 24–30.
2. Allamova, R. (2020). "Linguistic and cultural analysis of science terms in Uzbek and English". *Science References*, 3(1), 56–61.
3. Bakhodirova, N. (2019). "The importance of linguistic and cultural competence in the translation of proverbs". *Linguistic and cultural issues of translation*, 8(2), 33–37.

4. Imamova, Z. (2017). "Idioms related to the field of education in Uzbek and English and their cultural interpretation". *Language and Literature*, 2(1), 40–46.
5. Jabborova, Z. (2020). "Comparative Linguistic and Cultural Analysis of Scientific Terms in English and Uzbek". *Modern Linguistics*, 7(4), 21–26.
6. Mamatqulova, Z. (2022). "Linguistic and Cultural Features of Scientific Lexis in Uzbek and English". *Science References*, 4(1), 14–22.
7. Nuriddinova, S. (2018). "Expressions Related to Science and Enlightenment: A Comparative Linguistic and Cultural Study". *Language and Translation*, 3(2), 17–23.
8. Rakhmatova, D. (2021). "Linguistic and Cultural Features of Scientific-Metaphorical Expressions in Translation". *Linguistic and Cultural Issues of Translation*, 11(1), 49–55.