

CLASSIFICATION OF LANDSCAPE VOCABULARY IN UZBEK AND ENGLISH

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Abstract

This article explores the classification of landscape vocabulary in Uzbek and English. It examines how natural features such as mountains, plains, rivers, forests, deserts, and coastal regions are expressed in both languages. The study highlights the semantic similarities and differences between Uzbek and English landscape terms, and emphasizes their role in describing geography, ecology, and the environment. Understanding these words helps learners improve their descriptive abilities and communicate more effectively about the natural world in both languages.

Keywords: Landscape, Vocabulary, Classification, Uzbek language, English language, Natural features, Geography, Environment

Landscape vocabulary in Uzbek and English is used to describe the natural features of the Earth's surface and to express different types of terrain. The term *landscape* refers to the visible characteristics of an area, including mountains, plains, rivers, forests, deserts, and coastal regions. Understanding landscape vocabulary is important for learners who want to discuss nature, geography, travel, and the environment in both languages.

Mountains and elevated landforms are an essential part of landscape vocabulary. In Uzbek, terms such as *tog'*, *tepa*, *cho'qqi*, and *qoya* describe high landforms, while in English, similar concepts are expressed with words like *mountain*, *hill*, *peak*, *summit*, and *cliff*. These words help learners describe mountainous regions clearly and express the idea of height and natural grandeur.

Flat and low areas of land are also important in both languages. In Uzbek, words such as *tekislik*, *vodiy*, *dala*, and *pastlik* refer to plains and valleys, while in English, these are expressed with *plain*, *valley*, *field*, and *lowland*. Such vocabulary is often used in discussions about agriculture, rural settlements, and natural landscapes, allowing learners to describe terrain accurately.

Water features are central to both Uzbek and English landscape vocabulary. In Uzbek, words like *daryo*, *ko'l*, *soy*, *sharshara*, and *dengiz* describe rivers, lakes, streams, waterfalls, and seas. In English, these correspond to *river*, *lake*, *stream*, *waterfall*, and *sea*. Knowledge of these terms helps learners describe the presence and importance of water in shaping the natural environment.

Vegetation and green areas are another important category. In Uzbek, *o'rmon*, *yaylov*, and *butazor* describe forests, grasslands, and shrublands. In English, these are expressed as *forest*, *grassland*, and *bushland*, while tropical dense forests are called *jungles*. Understanding these terms allows learners to describe ecosystems, wildlife habitats, and natural greenery in both languages.

Dry regions have their own specialized vocabulary. In Uzbek, *cho'l*, *qumtepa*, and *qurg'oqchil yer* describe deserts, dunes, and arid land. In English, these features are expressed as *desert*, *dune*, and *arid land*. Words like *wasteland* in English or *tashlandiq yer* in Uzbek describe empty or barren land. These terms are important for discussing climate, ecology, and environmental conditions.

Coastal and marine landscapes are expressed in both languages as well. In Uzbek, *qirg'oq*, *sohil*, and *orol* describe coasts, beaches, and islands, while in English, these are *coast*, *beach*, and *island*. Words like *bay* in English correspond to *qo'ltiq* in Uzbek, referring to the part of the sea that curves into the land. These terms are useful in geography, travel, and tourism contexts.

Adjectives play an important role in making landscape descriptions more vivid. Words like *chiroyli* in Uzbek or *beautiful* in English, *manzarali* / *scenic*, *yashil* / *green*, *qoyali* / *rocky*, *quruq* / *dry*, and *yovvoyi* / *wild* help create expressive and detailed descriptions. Using these adjectives, learners can make their language more descriptive and engaging.

In conclusion, the classification of landscape vocabulary in Uzbek and English is essential for describing natural environments. Learning these terms allows learners to talk about mountains, plains, rivers, forests, deserts, and coasts with confidence. By practicing these words in context, students can improve their bilingual vocabulary and better describe the world around them.

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