

**ЭКОНОМИКА И НАУКА В СОВРЕМЕННОМ МИРЕ.
РАЗВИТИЕ НОВЫХ ВОЗМОЖНОСТЕЙ**
**UNIVERSAL AND LINGUACULTURAL FEATURES OF THE “CHILD” CONCEPT
IN UZBEK AND ENGLISH**

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The concept of “child” is a fundamental aspect of human societies, encompassing a wide range of meanings, values, and cultural interpretations. As a universal phenomenon, childhood transcends geographical and cultural boundaries, yet it is also deeply influenced by the specific linguistic and cultural contexts in which it exists. This duality creates a rich tapestry of understanding that shapes how different societies perceive, nurture, and celebrate childhood.

In both Uzbek and English-speaking cultures, the notion of a child carries profound significance, acting as a lens through which values, beliefs, and societal norms are reflected. While certain features of childhood—such as innocence, vulnerability, and the potential for growth—are universally acknowledged, the ways in which these characteristics are expressed and understood can vary significantly. This divergence is influenced by historical, social, and cultural factors that inform each society's approach to child-rearing and education.

The Uzbek context is characterized by communal values, where the upbringing of children is viewed as a collective responsibility. This perspective fosters strong familial ties and emphasizes respect for tradition and elders. In contrast, English-speaking cultures often highlight individualism, encouraging self-expression and personal achievement during childhood. This cultural inclination shapes the language used to discuss childhood, reflecting broader societal ideals about autonomy and creativity.

By exploring both the universal features of the “child” concept and its specific linguacultural manifestations in Uzbek and English contexts, we can gain valuable insights into the shared human experience of childhood while appreciating the distinct narratives that shape it. This exploration not only enhances our understanding of childhood across cultures but also underscores the importance of language as a vehicle for expressing cultural values and beliefs related to one of humanity's most cherished stages of life.

The concept of “child” is not merely a biological classification; it embodies a complex interplay of social, emotional, and cultural dimensions that shape our understanding of human development. Across the globe, the idea of childhood is steeped in both universal characteristics and culturally specific interpretations that reflect the values and traditions of various societies. The exploration of these dimensions offers a profound insight into how different cultures perceive the role, rights, and responsibilities of children.

In many cultures, including Uzbek and English-speaking societies, childhood is often associated with innocence, curiosity, and the potential for growth. These universal traits highlight the shared human experience of nurturing young lives, emphasizing the importance of protection and guidance during formative years. However, the expression of these traits can vary significantly based on cultural norms and expectations.

In Uzbek culture, childhood is deeply intertwined with communal values. The concept of “family” extends beyond the nuclear unit, encompassing extended relatives and community members who collectively participate in a child's upbringing. This communal approach fosters a sense of belonging and interdependence, where children are taught to respect traditions, honor their elders, and contribute to familial and societal well-being. Language plays a crucial role in this context, as specific terms and expressions reflect these values, emphasizing respect, duty, and collective identity.

Conversely, English-speaking cultures often prioritize individualism, viewing children as unique individuals with their own rights and aspirations. This perspective encourages self-

expression, creativity, and personal achievement from an early age. The language used in these cultures often reflects this emphasis on autonomy, celebrating milestones such as independence and self-discovery. Phrases that promote empowerment and personal choice are prevalent, underscoring a belief in the child's ability to shape their own destiny.

By examining the universal features of childhood alongside the linguacultural distinctions found in Uzbek and English contexts, we can appreciate the rich tapestry of human experience that defines this critical life stage. This exploration not only sheds light on how different societies nurture their young but also highlights the profound impact of language in conveying cultural values and shaping perceptions of childhood. Understanding these dynamics fosters greater cross-cultural appreciation and emphasizes the importance of nurturing environments that honor both shared humanity and unique cultural identities.

The list of used literature:

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