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## **CONTRASTIVE ANALYSIS OF PHRASES WITH THE CONCEPT “EDUCATION” IN ENGLISH AND UZBEK LANGUAGES**

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### **Annotation**

This article examines the linguistic and cultural features of phrases expressing the concept education in English and Uzbek languages. The research aims to identify semantic, structural, and cultural differences and similarities between educational expressions in both languages. Through contrastive analysis, the study reveals that while both languages share universal values related to learning, diligence, and intelligence, their linguistic realizations are shaped by different cultural traditions and historical contexts. The findings contribute to understanding how national mentality influences language use in the field of education.

**Keywords:** education, contrastive analysis, linguistic concept, phraseology, culture, semantics, English, Uzbek.

### **Introduction**

Language reflects the worldview and cultural identity of a nation. The concept of education holds a significant place in both English and Uzbek societies, representing not only the process of acquiring knowledge but also the formation of moral and social values. However, linguistic expressions of this concept differ due to historical, cultural, and social factors. This study aims to conduct a contrastive analysis of phrases containing the concept education in English and Uzbek, exploring their semantic and structural features.

### **Theoretical Background**

Contrastive linguistics focuses on identifying similarities and differences between languages. In this context, conceptual analysis helps to reveal how certain ideas—such as education—are linguistically represented. According to V. A. Maslova



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(2001), cultural concepts are “verbalized mental structures reflecting the collective experience of a nation.” Thus, educational expressions mirror social attitudes toward learning, teachers, and intelligence in each culture.

### Analysis and Discussion

English phrases about education often emphasize **individual effort, intellectual growth, and lifelong learning**. Common examples include:

- To hit the books – to study hard.
- A learned man always has wealth within.
- Knowledge is power.
- School of hard knocks – learning through difficult experiences.

These expressions highlight personal achievement, self-development, and practical experience. The metaphor “knowledge is power” illustrates the English-speaking world’s pragmatic view of education as a tool for empowerment and progress.

In Uzbek, educational expressions are deeply tied to **morality, respect for teachers, and collective responsibility**. Examples include:

- Ilm — nur, jaholat — zulmat (Knowledge is light, ignorance is darkness).
- Ustoz otangdek ulug’ (A teacher is as great as your father).
- Bilim – boylik, o’qish – mehnat (Knowledge is wealth, learning is labor).
- O’qigan bilgan, o’qimagan ilingan (The educated is knowledgeable, the uneducated is lost). These phrases emphasize moral enlightenment and social harmony rather than personal competition. The teacher’s role is sacred, and education is viewed as a spiritual duty as well as a social value.

The analysis reveals that in English, education symbolizes self-improvement and empowerment. In contrast, in Uzbek, it embodies moral development, respect, and cultural continuity. The difference stems from the cultural values of individualism in Western society and collectivism in Eastern traditions.

**To sum up**, the contrastive analysis of phrases with the concept education in English and Uzbek languages shows that both cultures recognize the importance of knowledge and learning. However, English expressions stress intellectual independence and success, while Uzbek phrases reflect ethical responsibility and reverence for teachers. Understanding such differences enhances cross-cultural



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communication and supports more culturally sensitive language teaching and translation practices.

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