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

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Annotation

This article investigates the linguistic and cultural peculiarities of phrases related to the concept knowledge in English and Uzbek languages. The research aims to identify semantic, structural, and cultural differences between these expressions. The contrastive analysis reveals that while both languages regard knowledge as a vital part of human life and progress, the ways in which they verbalize this concept reflect different historical, moral, and philosophical views. English phrases tend to emphasize intellectual achievement and practical benefits, while Uzbek phrases express moral and spiritual enlightenment associated with learning and wisdom.

Keywords: knowledge, contrastive analysis, linguoculture, semantics, phraseology, English, Uzbek, concept.

Introduction

Knowledge has always been one of the central human values, shaping societies and defining cultural identity. Every language has a rich system of phraseological units and expressions that represent the concept of knowledge from its unique worldview. The aim of this study is to analyze and compare English and Uzbek phrases that embody the idea of knowledge, revealing their cultural, semantic, and linguistic similarities and differences.

Theoretical Framework

In linguistics, contrastive analysis involves the comparison of linguistic elements across languages to highlight both commonalities and divergences. The concept knowledge (in Uzbek bilim or ilm) functions as a key cultural and philosophical category. As A. Wierzbicka (1997) states, linguistic expressions of knowledge



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reveal how each nation interprets wisdom, intelligence, and education. Therefore, examining these expressions offers insight into cultural mentalities and national identity.

Analysis and Discussion

English idioms and phrases connected to knowledge often focus on individual experience, intelligence, and power. For example:

- Knowledge is power.
- A little knowledge is a dangerous thing.
- To know something inside out.
- Live and learn.
- Ignorance is bliss.

These expressions reveal that English culture associates knowledge with practical success, personal independence, and rational understanding. The phrase knowledge is power (coined by Francis Bacon) emphasizes knowledge as a source of control and influence in society. Meanwhile, ignorance is bliss reflects a skeptical attitude toward excessive knowledge, suggesting that awareness can sometimes cause discomfort.

Uzbek linguistic culture places great emphasis on knowledge as a moral, spiritual, and social value. Common Uzbek proverbs and phrases include:

- Bilim – boylik, o‘qish – mehnat (Knowledge is wealth, learning is labor).
- Ilm – nur, jaholat – zulmat (Knowledge is light, ignorance is darkness).
- Bilimdon elda aziz, nodon elda xor (A knowledgeable person is honored, an ignorant one is disgraced).
- Ilm olgan yurt obod bo‘lur (A country with knowledge will prosper).
- Ustozsiz ilm yo‘q (There is no knowledge without a teacher).

In these phrases, knowledge is portrayed not only as intellectual strength but also as a spiritual light that enlightens human souls. The Uzbek view combines knowledge with moral values, social harmony, and respect for teachers as the main source of wisdom.

This comparison demonstrates that while both cultures value knowledge, the English perspective is pragmatic and empirical, whereas the Uzbek perspective is moral and



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spiritual. The differences arise from historical worldviews: Western culture associates knowledge with progress and power, while Eastern traditions treat it as a path to purity and wisdom.

Linguocultural Interpretation

The cultural semantics of knowledge in both languages reflect distinct cognitive models. In English, knowledge functions as an instrument of change, aligning with the Enlightenment philosophy of rationalism and scientific development. In Uzbek, it is seen as a means of enlightenment and moral perfection, influenced by Islamic and traditional Eastern wisdom. The teacher (ustoz) and learner (shogird) relationship in Uzbek culture embodies the transmission of not just information but also ethics and humanity.

The contrastive analysis of phrases with the concept knowledge in English and Uzbek languages reveals both universal and culture-specific dimensions. Both traditions praise knowledge as a foundation of human progress, yet their expressions differ in cultural focus. English emphasizes practicality and intellectual independence, while Uzbek highlights morality, enlightenment, and respect for educators. Recognizing these distinctions deepens intercultural understanding and contributes to linguocultural studies, translation, and education.

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