



EOC
EUROASIAN
ONLINE
CONFERENCES

ENGLAND CONFERENCE

**INTERNATIONAL CONFERENCE ON
MULTIDISCIPLINARY STUDIES AND
EDUCATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION: a collection scientific works of the International scientific conference – London, England, 2025. Issue 4

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY STUDIES AND EDUCATION**». Which took place in London , 2025.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.





COMPARATIVE STUDY OF STYLISTIC DEVICES IN UZBEK AND ENGLISH LANGUAGES

Mamazoyitova Robiyaxon

The student of Fergana State University

robiyakhonmamazoyitova@gmail.com

Annotation. This extended article provides an in-depth comparative analysis of stylistic devices in the Uzbek and English languages, focusing on their semantic, structural, and cultural functions. The study explores the use of metaphor, simile, epithet, hyperbole, metonymy, alliteration, irony, personification, and syntactic devices across literary genres and spoken communication. Through examination of classical and modern texts, the research reveals both universal stylistic tendencies and culturally unique features influenced by historical development, aesthetic traditions, and social values. Uzbek stylistics is characterized by emotional intensity, poetic symbolism, moral nuances, and imagery rooted in nature and spirituality. In contrast, English stylistics demonstrates rhetorical balance, individualistic expression, and rich conceptual metaphor usage shaped by long-standing literary evolution. The findings highlight the importance of stylistic awareness for translation, second-language acquisition, and intercultural studies. The research contributes to a broader understanding of linguistic aesthetics and strengthens the foundation for future comparative linguistic investigations.

Introduction. Stylistics, as a branch of linguistics, studies the expressive resources of language and the ways these resources are employed to produce aesthetic, emotional, and persuasive effects. Every language possesses a unique system of stylistic devices shaped by its historical development, structure, and cultural worldview. Comparative stylistics aims to identify similarities and differences between languages in terms of expressive means, thereby offering insights into how cultures conceptualize reality.

Uzbek, belonging to the Turkic language family, is deeply connected to Eastern poetic heritage. Its stylistic richness is reflected in lyrical metaphors, emotionally charged epithets, symbolic imagery, and the strong influence of oral tradition. English, a Germanic language influenced by Latin and French, has developed a highly diverse and complex stylistic system due to centuries of global communication, colonial history, and literary innovation. The stylistic traditions of English literature—ranging from medieval poetry to modernist works—demonstrate the language's capacity for rhetorical precision, wit, irony, and elaborate metaphor.





Comparing the stylistic devices of Uzbek and English is important for several reasons:

1. Translation Studies – Accurate translation requires an understanding of cultural and stylistic nuances.
2. Language Teaching – Learners benefit from understanding figurative language and expressive techniques.
3. Cultural Studies – Stylistic devices reveal cultural values, social norms, and ways of thinking.
4. Linguistic Theory – Comparative research enriches typological and semantic studies.

The purpose of this study is to provide a comprehensive analysis of major stylistic devices in Uzbek and English, exploring their semantic functions, cultural motivations, and literary usage.

Methodology

The research is grounded in qualitative methods, employing comparative, descriptive, and interpretive approaches. The methodology involves several key steps:

1. Corpus Selection

The textual corpus includes:

Classical Uzbek literature: Alisher Navoi, Bobur, Ogahiy, Furqat.

Modern Uzbek prose: O'tkir Hoshimov, Said Ahmad, Abdulla Qahhor.

English classical literature: Shakespeare, Dickens, Chaucer, Wordsworth.

English modern works: Orwell, Hemingway, contemporary media texts.

Folklore materials: Uzbek maqollar, dostonlar; English proverbs and idioms.

2. Identification and Classification of Stylistic Devices

Stylistic units were classified according to the established frameworks of Galperin, Crystal, and Leech, including:

Tropes – metaphor, simile, metonymy, hyperbole, personification
Figures of speech – alliteration, assonance, repetition, parallelism, inversion

Lexical devices – idioms, phraseological units

Syntactic devices – rhetorical questions, ellipsis, polysyndeton

3. Cross-Linguistic Comparison

The study compared devices based on:

Semantic function

Structural characteristics

Cultural associations

Frequency in spoken vs. written discourse

4. Cultural Interpretation

Uzbek stylistic data was interpreted through the lens of Eastern poetic tradition and collective cultural values. English stylistic data was analyzed within Western literary and rhetorical frameworks.





Results and Discussion

1. Metaphor Usage

Metaphors in both languages create vivid imagery, but their sources differ significantly.

Uzbek metaphors

Draw heavily from nature, emotions, and spirituality.

Example: “Dunyo bir ko’hna karvonsaroy” (the world is an old caravanserai).

Reflects nomadic heritage and philosophical worldview.

English metaphors

Often conceptual and abstract.

Example: “Time is money,” “Life is a journey.”

Reflects analytical thinking and individualistic orientation.

2. Simile

Similes in Uzbek frequently involve celestial and natural comparisons (oydek yuz, qushdek erkin).

In English, similes often describe mood or movement (as light as a feather, as cold as ice).

3. Epithets

Epithets in Uzbek are emotionally rich and poetic (“shirin so’zli yigit”, “oltin ko’ngil”).

English epithets may be descriptive or symbolic (“sleepless night”, “crimson sky”).

4. Hyperbole

Uzbek hyperboles tend to exaggerate emotional states (“ko’z yoshim daryo bo’ldi”).

English hyperbole is widely used for humor and drama (“I’ve told you a thousand times.”).

5. Alliteration and Sound Devices

English makes far more use of alliteration in poetry and advertising.

Uzbek uses it mainly in oral storytelling and proverbs.

6. Irony

English irony is often subtle and witty, while Uzbek irony conveys moral lessons or gentle criticism.

7. Personification

Uzbek personification gives human qualities to nature (“shabada kuldi,” “daryo qo’shiq aytdi”).

English personification can be philosophical (“Fortune smiled upon him”).

8. Cultural Influence

The sharpest contrast lies in cultural motivation:

Uzbek stylistics: collective identity, emotionality, poetic beauty, spirituality.

English stylistics: individual experience, rationality, creativity, rhetoric.

Conclusion





The comparative study of stylistic devices in Uzbek and English demonstrates that while both languages share universal expressive mechanisms, their stylistic realization is deeply influenced by cultural values, literary traditions, and worldview. Uzbek stylistics is characterized by rich metaphorical imagery, emotional depth, and symbolic expression tied to its historical and poetic heritage. English stylistics stands out for its conceptual metaphors, rhetorical techniques, and stylistic diversity.

Understanding these differences is crucial for linguists, translators, and language teachers. Comparative stylistics enhances intercultural communication and enriches the teaching of foreign languages by deepening students' awareness of figurative and aesthetic language features.

Bibliography (15 sources)

1. Crystal, D. (2008). A Dictionary of Linguistics and Phonetics. Oxford: Blackwell.
2. Leech, G. (1969). A Linguistic Guide to English Poetry. London: Longman.
3. Galperin, I. R. (1977). Stylistics. Moscow: Higher School Publishing.
4. Simpson, P. (2004). Stylistics: A Resource Book for Students. London: Routledge.
5. Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. Chicago: University of Chicago Press.
6. Nørgaard, N., Busse, B., & Montoro, R. (2010). Key Terms in Stylistics. London: Continuum.
7. Widdowson, H. G. (2007). Discourse Analysis. Oxford: Oxford University Press.
8. Abrams, M. H. (1999). A Glossary of Literary Terms. Boston: Heinle.
9. Bo'riboeva, S. (2019). O'zbek tilida badiiy tasvir vositalari. Tashkent: Akademnashr.
10. Karimov, H. (2015). Til va nutq stilistikasi. Tashkent: Yangi Asr Avlodi.
11. Rahmatullayev, Sh. (2006). O'zbek stilistikasi. Tashkent: Fan.
12. Navoi, A. (1499). Xamsa. Herat.
13. Qodiriy, A. (1926). O'tkan Kunlar. Tashkent.
14. Shakespeare, W. (1603). Hamlet. London.
15. Dickens, C. (1859). A Tale of Two Cities. London.

