



LINGUISTIC ANALYSIS OF BORROWED ENGLISH
WORDS IN UZBEK LANGUAGE

Scientific adviser: **Omonova Makhfirat keldiyarovna**

Student: **Kamolova Shaxlo Ubaydullo qizi**

Abstract: *This article explores the linguocultural aspects of English terms that have been adopted into the Uzbek language. These borrowed words are frequently used in everyday conversation and help in passing down national stereotypes and value systems from one generation to the next. The research aims to study the connection between language and culture, the issues that arise when they merge, and how each influences the development of the other. Additionally, it examines how they relate to social life, philosophy, and psychology.*

Keywords: *linguoculturology, cultureme, language and culture, cultural layers, interrelation, cultural features, borrowed words, loanwords, word group.*

Publishers was founded with the goal of distributing high-quality scientific information to the global research community. The Open Access model eliminates barriers associated with traditional publication systems, enabling it to keep pace with the rapid advancements of the 21st century.

It is important to note that no language exists in isolation. The idea of a language being "pure" simply because it consists of its own vocabulary is misleading. One of the most significant linguistic processes is the blending and interaction of languages. The introduction of new words broadens the conceptual scope of a language, and language acquisition often facilitates cultural immersion. At the linguocultural level, the cultureme acts as the fundamental unit of language structure. Many linguists have proposed methods for analyzing borrowed terms using this model. Each country has its own unique culture, traditions, and culturemes, which reflect various aspects of their culture in the language. These culturemes provide distinct linguistic and cultural traits of borrowed words.

Each person is a part of their national culture, encompassing customs, languages, histories, and literature. Cross-cultural communication, the relationship between language and culture, and language identity are significant areas of study today. This branch of linguistic research covers various topics related to cultural diversity, the linguistic spirit of a nation, and the structures of conversation. The field explores how a language embodies the character of a nation and incorporates national-cultural knowledge through verbal communication. It intersects with other disciplines such as philosophy, logic, sociology, anthropology, and semantics.

Linguocultural research emerged significantly in the 19th and 20th centuries, influenced by developments in linguistic and philosophical theories. A linguocultureme is a linguistic unit that represents an aspect of culture, as noted in U.K. Yusupov's work "Contrastive





Linguistics of English and Uzbek." Linguoculturology, therefore, is a subfield of linguistics focused on how language and culture interact and how culture is expressed through language. It studies how an individual's spiritual condition is reflected in their language within their social environment.

The term "cultureme" is often used in scientific research to refer to the subject of linguoculturology. A cultureme is a word, phrase, or even a complete sentence in a language that encompasses unique national, social, or mental characteristics specific to the culture of that language. Scholars have categorized different subtypes of a language based on cultural layers: 1) Literary language, associated with elite culture; 2) Popular language, representing the "third culture"; 3) Dialects and sayings, linked to popular culture; and 4) Argot, used by specific groups but often difficult for others to understand, tied to traditional professional culture.

Cultural linguistics aims to represent the diversity of cultural values and their expression across different linguistic levels and languages. Borrowing is one of the clearest examples of how languages and cultures interact, leading to the development of universal concepts and languages. Borrowing differs from lending because it involves adopting not only a word's name but also its meaning from the original language.

Many borrowed words, particularly from Greek and Latin in European history, and later from German and French, have played a significant role in the development of ideas. In modern English, about 15% of the language consists of borrowed terms because they lack direct equivalents in the target language. The Russian language had a notable influence on the Uzbek vocabulary at the end of the 19th and early 20th centuries, serving as a conduit for English borrowings into Uzbek.

Today, English borrowings are found throughout Uzbek, especially in government documents and various sectors like economics, science, and education. Recognizing when borrowed terms become integrated into the semantic, grammatical, and graphical structures of a language makes such documents valuable for linguistic analysis. Examples include terms like "tanker," "pickup," and "liner" in transportation, and "leasing," "export," "banknote," and "marketing" in economics.

Conclusion. In conclusion, a language cannot thrive without the culture of the nation it represents, and a culture cannot endure without language. Words from other languages penetrate and shape a culture, and understanding a culture is inseparable from mastering its language. English words from various industries like fast food, entertainment, and technology have been adopted into the Uzbek language through cultural influence. These borrowed words are integral to the culture and history of the language, making them essential for linguistic and cultural studies as well as for expanding personal perspectives.





REFERENCES:

1. Haugen, E. (1950). The Analysis of Linguistic Borrowings in Language: Washington. Linguistic Society of America. International Journal of Education, Social Science & Humanities. FARS Publishers Impact factor (SJIF) = Publishing centre of Finland
2. Toshkinboev, S. (2023). Teaching School Children to Become Fluent and Accurate Speakers.
3. Маслова В.А. Лингвокультурология: учеб. Пособие для студ. высш. учеб. заведений / В.А. Маслова. –М.: Издательский центр «Академия», 2001. –208 с.6.
4. Jalilovna, K. S. (2022). Common Similarities and Differences of Uzbek and English Fairy Tales. European Journal of Innovation in Nonformal Education, 2(1), 366-369.
5. Jalilovna, K. S. (2022). COMPARATIVE ANALYSIS OF UZBEK AND ENGLISH FAIRY TALES. IJTIMOYIY FANLARDA INNOVASIYA ONLAYN ILMIY JURNALI, 80-83.
6. Jalilovna, K. S. (2022, February). A CASE STUDY ON VOCABULARY LEARNING THROUGH READING FAIRY TALES. In E-Conference Globe (pp. 5-6).
7. Non-Verbal communication as transfer of emotional states. M.Omonova. UzMU xabarlari 1 (1:3) 345-348
8. Ingliz va O'zbek tillarida meliorativ termenlarning Affiksiya usuli bilan yasalishi M. Omonova Ilmiy axborotnoma, 66