

**PRAGMATIC AND PERSUASIVE FEATURES OF EDUCATIONAL
DISCOURSE IN PRESIDENTIAL SPEECHES: A COMPARATIVE STUDY OF
JOE BIDEN AND SHAVKAT MIRZIYOYEV**

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Abstract

Educational discourse plays a significant role in shaping public attitudes toward national development, social progress, and youth policy. This article investigates the pragmatic and persuasive features of educational discourse in the speeches of President Joe Biden and President Shavkat Mirziyoyev. The research focuses on linguistic strategies, rhetorical techniques, and ideological messages used in speeches related to education reforms and youth development. The study applies discourse analysis and stylistic analysis to identify lexical, syntactic, and pragmatic patterns in both political speeches. The findings indicate that both leaders employ inclusive language, evaluative vocabulary, rhetorical repetition, and motivational expressions to encourage public support for educational transformation. Nevertheless, the speeches differ in communicative orientation and stylistic emphasis. Biden’s discourse is characterized by democratic values, innovation, and equal educational opportunities, whereas Mirziyoyev’s discourse highlights national modernization, youth empowerment, and institutional reforms. The study contributes to the broader understanding of educational discourse within political communication and demonstrates the role of language in promoting educational ideologies.

Keywords: *educational discourse, pragmatics, political communication, persuasive strategies, stylistic analysis, discourse analysis*

1. Introduction

Education has become one of the most important themes in contemporary political communication. Political leaders frequently address issues related to schools, universities, technological innovation, and youth policy in order to promote national development and social stability. In this regard, educational discourse represents a significant component of political discourse because it reflects ideological priorities, national values, and long-term state strategies.

Modern linguistics examines educational discourse from multiple theoretical perspectives, including discourse analysis, pragmatics, sociolinguistics, and stylistics. According to Norman Fairclough, discourse functions not only as a form of communication but also as a

social practice that shapes institutional realities and ideological perspectives. Educational discourse therefore reflects political intentions connected with modernization, equality, and social transformation.

Teun A. van Dijk emphasizes that political and institutional discourse often relies on strategic linguistic choices designed to influence public cognition and collective attitudes. In speeches concerning education, political leaders commonly employ positive self-presentation, future-oriented rhetoric, and emotionally persuasive language to construct a vision of national progress.

Another important aspect of educational discourse involves rhetorical persuasion. Jonathan Charteris-Black argues that metaphorical language and emotionally charged expressions strengthen the persuasive impact of political speeches. Through metaphors of growth, progress, and opportunity, political leaders simplify complex educational reforms and present them as socially beneficial initiatives.

Scholars also note that educational discourse frequently emphasizes collective identity and social responsibility. Ruth Wodak explains that political speeches often construct solidarity between government institutions and citizens through inclusive pronouns, evaluative vocabulary, and references to shared national goals. Such linguistic strategies help political leaders legitimize reforms and mobilize public support.

Comparative analysis of educational discourse is particularly valuable because it demonstrates how political rhetoric differs across sociocultural contexts. American political discourse traditionally emphasizes democracy, innovation, and equal opportunity, while Uzbek political discourse places greater attention on national development, youth education, and social modernization.

The present study examines educational discourse in the speeches of Joe Biden and Shavkat Mirziyoyev. Biden’s speeches concerning education policy focus on accessibility, technological advancement, and equality in education. Mirziyoyev’s speeches emphasize reforms in higher education, foreign language learning, and youth development in Uzbekistan. The purpose of this study is to identify and compare the linguistic and pragmatic features of educational discourse in the speeches of these two political leaders.

The study seeks to answer the following research questions:

1. What linguistic strategies are used in educational discourse by Biden and Mirziyoyev?
2. Which rhetorical devices are most frequently employed in their speeches?
3. What similarities and differences can be identified in their persuasive strategies?

2. Methods

The research is based on qualitative discourse analysis and stylistic analysis. The data corpus consists of public speeches delivered by President Joe Biden and President Shavkat Mirziyoyev concerning educational reforms and youth policy.

The analysis focuses on the following aspects:

- lexical and evaluative vocabulary;
- rhetorical devices such as repetition and parallel constructions;
- pragmatic strategies of persuasion;
- use of inclusive pronouns and collective identity markers;
- metaphorical expressions related to education and development.

The selected speeches were examined through close textual analysis in order to identify recurring linguistic patterns and persuasive mechanisms. Comparative analysis was applied to determine similarities and differences between the two political discourses.

3. Results

The analysis revealed several common linguistic features in both speeches, including motivational rhetoric, inclusive language, and evaluative expressions connected with national development.

Repetition and motivational rhetoric

Both political leaders employ repetition to strengthen emotional influence and emphasize policy priorities.

In Biden’s speeches, repetition is frequently used to highlight educational opportunity and national investment in youth. Expressions such as “education is the foundation of our future” and “we must invest in our children” reinforce the importance of educational reform and create emotional resonance with the audience.

Similarly, Mirziyoyev repeatedly emphasizes the importance of youth education and intellectual development through expressions such as “yoshlarimiz kelajagimiz bunyodkorlari” and “ta’lim sifatini yangi bosqichga olib chiqish.” Such repetition strengthens the ideological significance of education within national development discourse.

Inclusive pronouns and collective identity

Inclusive pronouns represent another important persuasive strategy in both speeches.

Biden frequently uses pronouns such as “we,” “our students,” and “our future” in order to establish solidarity between the government and citizens. This strategy presents educational reform as a shared national responsibility.

Likewise, Mirziyoyev consistently employs inclusive expressions such as “bizning yoshlarimiz” and “xalqimiz farovonligi,” emphasizing cooperation between society and state institutions in achieving educational progress.

Evaluative vocabulary and ideological framing

Both speeches contain strongly evaluative vocabulary associated with progress and modernization.

Biden’s discourse includes expressions such as “world-class education,” “equal opportunities,” and “innovative future,” which reflect democratic and technological values. Mirziyoyev’s speeches employ lexical units such as “taraqqiyot,” “islohotlar,” and “zamonaviy ta’lim,” highlighting modernization and institutional transformation in Uzbekistan.

4. Discussion

The comparative analysis demonstrates that educational discourse functions as an important instrument of political persuasion in both American and Uzbek political communication. Both leaders rely on rhetorical strategies that create optimism, collective responsibility, and national unity.

However, the communicative orientation of the speeches differs considerably. Biden’s educational discourse is more strongly associated with democratic values, social equality, and technological innovation. His rhetoric frequently emphasizes accessibility and opportunities for all citizens.

In contrast, Mirziyoyev’s discourse focuses more on institutional reforms, modernization of the educational system, and the strategic role of youth in national development. The tone of his speeches is more formal and policy-oriented, reflecting the priorities of state-led reforms in Uzbekistan.

These differences illustrate how educational discourse reflects broader sociopolitical and cultural contexts within different countries.

5. Conclusion

The present study investigated the pragmatic and persuasive features of educational discourse in the speeches of Joe Biden and Shavkat Mirziyoyev. The analysis demonstrated that both political leaders employ similar rhetorical strategies, including repetition, inclusive pronouns, and evaluative vocabulary, in order to strengthen persuasion and promote educational ideologies.

At the same time, important differences were identified in communicative focus and stylistic orientation. Biden’s discourse emphasizes democratic opportunity, innovation, and equality in education, whereas Mirziyoyev’s speeches focus primarily on modernization, institutional reforms, and youth development.

The findings confirm that educational discourse reflects not only individual rhetorical style but also national political priorities and cultural values. Future research may investigate larger corpora of educational speeches and apply corpus-based approaches to examine cross-cultural variation in political communication related to education.

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