

GENDER METAPHOR IN THE LINGUOCULTURAL ASPECT (IN THE EXAMPLE OF UZBEK AND ENGLISH CHILDREN'S SPEECH)

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Abstract: In this article, the linguistic and cultural analysis of gender metaphors is presented as an example of children's speech. Metaphors that can be used by children under 7 years of age in the speech of English children were analyzed by dividing into groups metaphorical units that can be used neutrally for boys and girls and separately for representatives of both sexes. Also, the main role and importance of metaphor in speech is covered in this article.

Key words: metaphor, gender metaphor, linguacultural aspect, neutral metaphors, gender stereotype.

ГЕНДЕРНАЯ МЕТАФОРА В ЛИНГВОКУЛЬТУРНОМ АСПЕКТЕ (НА ПРИМЕРЕ РЕЧИ УЗБЕКСКИХ И АНГЛИЙСКИХ ДЕТЕЙ)

Аннотация: В данной статье представлен лингвокультурологический анализ гендерных метафор на примере детской речи. Метафоры, которые могут использоваться детьми до 7 лет в речи английских детей, были проанализированы путем разделения на группы метафорических единиц, которые могут использоваться одинаково, то есть нейтрально, для мальчиков и девочек и для представителей обоих полов. Также в данной статье рассматривается основная роль и значение метафоры в речи.

Ключевые слова: метафора, гендерная метафора, лингвокультурный аспект, нейтральные метафоры, гендерный стереотип.

Annotatsiya: Ushbu maqolada gender metaforalarning lingvokulturologik tahlili bolalar nutqi misolida keltirilgan. Ingliz bolalari nutqida 7 yoshgacha bo'lgan bolalar foydalanishi mumkin bo'lgan metaforalar alohida o'gil va qiz bolalar hamda ikkala jins vakillariga bir xilda ya'ni neytral foydalanilishi mumkin bo'lgan metaforik birliklar guruhlariga ajratib tahlil qilingan. Shuningdek, metaforaning nutqdagi asosiy vazifasi va ahamiyati ushbu maqolada yoritilgan.

Kalit so'zlar: metafora, gender metafora, lingvokulturologik aspekt, neytral metaforalar, gender stereotipi.

Thinking is the most important conscious process in the development of human horizon and communication. In our perception of the world, the appearance of the surrounding environment is embodied in our mind with the help of metaphorical similes. In mutual communication, the role of metaphors is incomparable in conveying our thoughts to the interlocutor in a more effective, clear and understandable way. Metaphors are an ornament of speech, an ornament

of communication. The study of these metaphors in the gender aspect is one of the topics in the center of attention of today's linguists. Particularly gender metaphors in children's speech are a relatively new area of research. Under 7 age children use metaphors differently than older 7 age. Because early age child can create metaphors individual way than unrepeated by others like mum is sun- sun - quyosh, bro is baa – baa- as a word bad – yomon. Through growing children become experienced in learning metaphors in cultural atmosphere and using metaphors in their speech. Every age communicating skill differs from one another and this communicating ability become better year by year.

Gender metaphors have been studied by several scientists in world linguistics. Johnson and Lakoff describe metaphor as a kind of embellishment that embellishes communication. Among another researchers Tenorio concluded that metaphors as lexical units are used in completely different ways for the female and male genders. Borelli and Cacciari argued about the interdependence of gender stereotypes and metaphors. Bratic and Stamatovich emphasized that social relations are manifested on the basis of metaphors. Russian linguists Rezanova and Komissarova stated that the gender fragment is in the Russian language is expressed through the actualization of various metaphors[1; 272-282-p].

Mammadova and Ismalov studied gender relations in the Turkish language in comparison Uzbek and Kazakh languages as examples of gender stereotypes.

Gender metaphors are metaphorical similes that are used in relation to the type of meaning transfer based on the facial and physical skills and qualities of the speakers (for example, the names jodugar, yalmogiz are a metaphorical unit in naming a woman by exaggerating her negative qualities, while bo'ri, qashqir are mainly used for boys, physical strength and used as a metaphorical unit for invincibility). At cultural, linguacultural level, gender metaphors are fundamentally different in the use of speech in relation to the age of people and also occupy a very large importance in the meaningful and interesting implementation of speech. In everyday communication, a person unconsciously uses metaphors in various contexts in relation to people, animals and things. In English, the means of transport are car, ship, train (in female person) and the main reason for this is their beautiful appearance and safe transport of people over long distances. For instance: My car, she is a beauty![2]

In young children, metaphorical stereotypes are formed on the basis of their native language and culture. Because one metaphorical unit differs from one language to another according to the mentality and cultural aspect. As an example of our opinion, we can cite the names of animals and objects as gender metaphors in the speech of English children.

He is a night owl- u tungi boyqush - **owl** means an boyqush, boyo'g'li - mainly in relation to boys. **Maria is a chicken** – Mariya jo'jacha – **chicken** is a metaphor for girls about how a chick looks that compared to appearance of females. **The**

ballerina is a swan, gliding across the stage – swan is an metaphorical expression for girls . **Jack is a mighty lion**[3] - **lion** is a expressive metaphor for the physical strength of boys. **You are my sun**[4] - the word "**sun**" mentioned here is mostly metaphorically related to a girl.

Animal nouns used as gender metaphors in English children's speech can be divided into three groups: masculine, feminine and neutral that metaphorical animal names that are used equally for both genders.

Metaphors for boys:

A Night Owl – tungi boyqush,
a lion - arslon,
a hulk – hulk qahramon,
a lobster[5] - omar dengiz hayvoni,
a fish - baliq,
a scholar – olim, ulamo,
a dinosaur - dinazavr,
a giraffe - jirafa,
a rat - kalamush,
a shark - akula,
a sheep – qo'y,
a snake - ilon,
a wolf – bo'ri,
a cheetah - gepart,

Metaphors for girls:

The sun - quyosh,
Sunshine – quyosh nuri,
a chicken – jo'ja,
a swan - oqqush,
a bee - asalari,
a deer – bug'i,
a chameleon – xamelion- buqalamun,
a cat[6] - mushuk,
a fox - tulki,
a turkey - kurka,
a hen – tovuq.

A fish, an eagle, a lamb, a horse, a pig, a parrot, a rat, a hen these nouns serve as a metaphorical unit in relation to both girls and boys, as a neutral metaphors which they perform the same function for both genders without gender discrimination they are used. Interestingly, these animal names are used equally for both sexes in uzbek language.

Gender metaphors in the speech of Uzbek children are manifested in the speech process in a unique style and pronunciation, partly similar to those used by

English children. It is important that the gender metaphors in the speech of Uzbek children are as different as those of English children. While the names of animals (lion, skunk are used as metaphors for boys, fox, scorpion, goat for girls according to their physical appearance), birds, insects create metaphors for gender in Uzbek language, sea animals are not used specifically for a specific gender. They establish metaphors for group of people not for only one person.

In conclusion, it can be said that gender metaphors in the speech of English and Uzbek children have partly similarity and different aspects. Metaphors with animals, in general, they are compared taking into account the appearance, physical strength, skills and personal abilities of a person according to their gender. In this case, the child creates metaphors in a unique individual approach. Metaphors help the child's speech to be fluent and interesting and help to automate communication.

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THE OCCURRENCE OF ENGLISH AND UZBEK SENTENCE PATTERNS IN SOCIAL NETWORK TEXTS

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Abstract: This study investigates the occurrence of English and Uzbek sentence patterns in social network texts. Utilizing a corpus of social media posts from English and Uzbek-speaking users, we analyzed the frequency and distribution of sentence structures in both languages. Our findings reveal distinct patterns in sentence construction, with English texts exhibiting a higher prevalence of complex and compound sentences compared to Uzbek texts, which