FARG‘ONA DAVLAT UNIVERSITETI
HUZURIDAGI ILMIY DARAJALAR BERUVCHI
DSc.03/2025.27.12.Fil.10.05 RAQAMLI ILMIY KENGASH ASOSIDAGI
BIR MARTALIK ILMIY KENGASH
FARG‘ONA DAVLAT UNIVERSITETI

ABDURAIMOVA MADINAXON DILSHODJON QIZI

INGLIZ TILIDA YOSH KONSEPTINING LINGVOMADANIY TADQIQI

10.00.04 – Yevropa, Amerika va Avstraliya xalqlari tili va adabiyoti

FILOLOGIYA fanlari bo‘yicha falsafa doktori (PhD) dissertatsiyasi
AVTOREFERATI

Farg‘ona – 2026

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KIRISH (falsafa doktori (PhD) dissertatsiyasi annotatsiyasi)

Dissertatsiya mavzusining dolzarbligi va zarurati. Dunyo tilshunosligining bugungi rivojlanish bosqichida til tizimini antropotsentrik yondashuv asosida tadqiq etish, xususan, til va tafakkur munosabatini kognitiv hamda lingvomadaniy aspektlarda o‘rganish ustuvor yo‘nalishlardan biriga aylanmoqda. Antropotsentrik paradigmaning rivojlanishi natijasida kognitiv tilshunoslikning muhim kategoriyasi hisoblangan konseptning mazmuniy tuzilishi, verbalizatsiya vositalari va milliy-madaniy xususiyatlarini aniqlashga, shu jumladan, yosh konseptining inson tafakkuri va til tizimida namoyon bo‘lish qonuniyatlarini ochib berishga ehtiyoj ortib bormoqda. Yosh konseptining leksik-semantik, kognitiv va lingvomadaniy xususiyatlarini tizimli tahlil qilish uning verbalizatorlarini tasniflash, yosh davrlariga oid til birliklarining semantik munosabatlarini aniqlash hamda ingliz tilini o‘qitish, tarjima amaliyoti va madaniyatlararo muloqot jarayonlarida ulardan samarali foydalanish imkoniyatlarini kengaytirishda amaliy ahamiyatga ega.

Jahon tilshunosligida turli tillardagi konseptlarning kognitiv va lingvomadaniy xususiyatlarini aniqlash, ularning verbalizatsiya vositalari, semantik tarkibi hamda milliy-madaniy mazmunini ochib berishga qaratilgan qator ilmiy tadqiqotlar amalga oshirilgan. Shu nuqtayi nazardan, yosh konseptining kognitiv-semantik tuzilishini, uning verbalizatorlarini, yadro va periferik qatlamlarini, shuningdek, muayyan til va madaniyatga xos metaforik ifodalanishi, stereotiplari hamda madaniy kodlarini aniqlash va tizimli o‘rganish dolzarb ahamiyat kasb etadi. Mazkur jihatlarning kompleks tahlili yosh konseptining universal va milliy-madaniy xususiyatlarini aniqlash, uning konseptual tuzilishi hamda til va tafakkur munosabatlaridagi o‘rnini ilmiy asoslash orqali kognitiv va lingvomadaniy tilshunoslikning nazariy asoslarini boyitishga xizmat qiladi.

O‘zbek tilshunosligida ham so‘nggi yillarda xorijiy tillarni o‘rganish va o‘qitish tizimini takomillashtirish, zamonaviy tilshunoslik tadqiqotlarini rivojlantirish hamda xalqaro ilmiy-madaniy hamkorlikni kengaytirishga alohida e’tibor qaratilmoqda. Xorijiy tillarni o‘rgatishni ta’lim siyosatining ustuvor yo‘nalishi sifatida rivojlantirish, ta’lim sifatini tubdan oshirish va aholining xorijiy tillarni o‘rganishga bo‘lgan qiziqishini kuchaytirish vazifalari belgilangan[1]. Bu esa xorijiy tillarni nafaqat kommunikativ vosita, balki milliy-madaniy qadriyatlar, dunyoqarash va tafakkur xususiyatlarini aks ettiruvchi lingvomadaniy hodisa sifatida tadqiq etish zaruratini oshiradi. Shu jihatdan ingliz tilida yosh konseptining bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlari orqali voqelanishini, uning umuminsoniy va milliy-madaniy xususiyatlarini, konseptual maydonining yadro va periferik qatlamlarini, shuningdek, metaforik, stereotipik, aksiologik hamda madaniy kodlar asosidagi ifodalanish mexanizmlarini aniqlash muhim ilmiy ahamiyat kasb etadi.

O‘zbekiston Respublikasi Prezidentining 2019-yil 29-apreldagi PF–5712-son “O‘zbekiston Respublikasi Xalq ta’limi tizimini 2030-yilgacha rivojlantirish

[1] O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-son Qarori. Manba: http://lex.uz/docs/5426736. (murojaat sanasi: 25.12.2025).

konsepsiyasini tasdiqlash to‘g‘risida”gi Farmoni, 2012-yil 10-dekabrdagi PQ–1875-son “Chet tillarni o‘rganish tizimini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi, 2021-yil 19-maydagi PQ–5117-son “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi qarorlari, O‘zbekiston Respublikasi Vazirlar Mahkamasining 2021-yil 19-maydagi 312-son “Xorijiy tillarni o‘rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to‘g‘risida”gi, 2022-yil 19-yanvardagi 34-son “Xorijiy tillarni o‘rganishni takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risida”gi qarorlari hamda mazkur sohaga oid boshqa normativ-huquqiy hujjatlarda belgilangan vazifalarni amalga oshirishda ushbu dissertatsiya tadqiqoti muayyan darajada xizmat qiladi.

Tadqiqotning respublika fan va texnologiyalari rivojlanishining ustuvor yo‘nalishlariga bog‘liqligi. Mazkur tadqiqot respublika fan va texnologiyalar rivojlanishining I “Axborotlashgan jamiyat va demokratik davlatni ijtimoiy, huquqiy, iqtisodiy, madaniy, ma‘naviy-ma‘rifiy rivojlanishida innovatsion g‘oyalar tizimini shakllantirish va ularni amalga oshirish yo‘llari” ustuvor yo‘nalishiga muvofiq bajarilgan.

Muammoning o‘rganilganlik darajasi. Tadqiqotning nazariy asoslarini kognitiv tilshunoslik doirasida izlanishlar olib borgan J.Lakoff, M.Johnson, K.Filmor, A.Viyerzbika, I.Kolyujnaya, K.Vlasova, S.Yakovleva, N.Kryuchkova, T.Maslova [2] lar, o‘zbek tilshunosligida esa D.Xudoyberganova, Z.Akbarova, M.Baxromova, Z.Ma’rufova, F.Yusupjanova, D.Buzrukova, N.Komilova, S.Yusupova, M.Yusupova [3] kabi tilshunos olimlarning qarashlari tashkil etadi. Bugunga qadar jahon tilshunosligida kognitiv lingvistikaning asosiy tushunchasi sifatida konsept masalasi izchil o‘rganilgan muammolardan bo‘lib, tildagi asosiy konseptual qatlamlar mundarijasi shakllantirilgan.

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[2] Lakoff G., Johnson M. Metaphors We Live By. – Chicago: University of Chicago Press, 1980; Fillmore C.J. Frame Semantics // Linguistics in the Morning Calm. – Seoul: Hanshin Publishing Co., 1982; Wierzbicka A. Semantics, Culture, and Cognition. – Oxford: Oxford University Press, 1992; Калюжная И. Возраст человека и способы его концептуализации в немецком и русском языках // Языкознание и литературоведение в синхронии и диахронии: межвузовский сборник научных статей. Вып. 1. – Тамбов: ТГУ, 2006; Власова К.А. Словообразовательные гнезда «молодой – старый» в русском языке: опыт разноаспектного сопоставительного анализа: автореф. дис. ... канд. филол. наук. – Нижний Новгород, 2002; Яковлева Е.С. «Время» и «пора» в оппозиции линейного и циклического времени // Логический анализ языка. Культурные концепты. – М.: Наука, 1996; Крючкова Н.В. Концепты возраста (на материале русского и французского языков): автореф. дис. ... канд. филол. наук. – Саратов, 2003.

[3] Худойберганова Д.С. Ўзбек тилидаги бадиий матнларнинг антропоцентрик талқини: Филол. фан. д-ри (DSc) ... дисс. автореф. – Тошкент, 2015; Акбарова З.А. Олам лисоний манзарасининг шаклланишида когнитив ўзига хослик: Филол. фан. д-ри (DSc) ... дисс. – Фарғона, 2021; Bahramova M.M. “Ayol” konseptosferasining verbalizatorlari va kognitiv tahlili: Filol. fan. bo‘yicha falsafa doktori (PhD) ... diss. – Farg‘ona, 2022; Маъруфова З. Мумтоз бадиий матнларда «гўзаллик» концептининг вербаллашуви: Филол. фан. бўйича фалсафа доктори (PhD) ... дисс. – Фарғона, 2022; Юсупжанова Ф. Основы и лингвокультурологические особенности вербализаторов концепта «голова» в разносистемных языках (на материале современных английского и русского языков): автореф. дис. ... канд. филол. наук. – Ташкент, 2023; Buzrukova D.M. Olamning hissiy-lisoniy manzarasida “Muhabbat” konseptining lingvokulturologik va gender tahlili: Filol. fan. bo‘yicha falsafa doktori (PhD) ... diss. – Farg‘ona, 2023; Komilova N.A. Gender konseptual semantikasi verbalizatorlari va ularning lingvokulturologik xususiyatlari qiyosiy tadqiqi (hozirgi zamon ingliz va o‘zbek tillari materialida): Filol. fan. bo‘yicha falsafa doktori (PhD) ... diss. avtoref. – Farg‘ona, 2026; Yusupova S.A. O‘zbek, ingliz va yapon tillarida “hurmat” konseptining semantik, stilistik, lingvopragmatik tadqiqi: Filol. fan. doktori (DSc) ... diss. avtoref. – Farg‘ona, 2026; Yusupova M.I. “Vatanparvarlik” konseptining lingvokulturologik tadqiqi (o‘zbek, ingliz va rus tillari misolida): Filol. fan. bo‘yicha falsafa doktori (PhD) ... diss. – Farg‘ona, 2026.

Tilning konseptual tizimida yosh konsepti inson hayotining biologik, ijtimoiy va madaniy bosqichlarini aks ettiruvchi muhim konseptlardan biri sanaladi. Xorijiy tilshunoslik va unga yondosh ilmiy yo‘nalishlarda F. Aries, L. Kostina, S. Romaine, D.Katskova, N.Kuznetsova, V.Bashkeeva, T.Ashxarova, K.Vlasova, N. Kryuchkova, Y.Litvinenko, O.Avdeeva, Y.Konovalova, P.Eckert va N.Jalgasov[4] kabi olimlar yosh tushunchasining leksik-semantik, kognitiv, frazeologik, sotsiolingvistik va lingvomadaniy xususiyatlarini turli nazariy yondashuvlar asosida tadqiq etganlar. O‘zbek tilshunosligida esa G.Ataxanova[5] ingliz tilida inson yoshini ifodalovchi nominativ birliklarning kognitiv-pragmatik va lingvomadaniy xususiyatlarini, R.Axrorova[6] fransuz va o‘zbek tillarida yoshga oid leksik hamda frazeologik birliklarning lisoniy xususiyatlarini, shuningdek, turli yosh guruhlari nutqining diskursiv jihatlarini tadqiq etgan. Shunga qaramay, ingliz tilida yosh konseptining bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlari doirasidagi verbalizatorlarning kognitiv, assotsiativ-verbal va morfemik-derivatsion xususiyatlarini, konseptual maydonning yadro hamda periferik qatlamlarini, shuningdek, ularda aks etuvchi aksiologik va milliy-madaniy omillarning o‘zaro bog‘liqligini kompleks lingvomadaniy yondashuv asosida tadqiq etish dolzarb ahamiyat kasb etadi.

Tadqiqot mavzusining dissertatsiya bajarilgan oliy ta’lim muassasasi ilmiy-tadqiqot ishlari rejalari bilan bog‘liqligi. Dissertatsiya Farg‘ona davlat universitetining tasdiqlangan ilmiy-tadqiqot ishlari rejasidagi “Zamonaviy tilshunoslikning dolzarb masalalari” mavzusidagi ilmiy yo‘nalish doirasida bajarilgan.

Tadqiqotning maqsadi tilning morfemik, leksik, sintaktik, frazeologik sathlarida yosh konseptining verballashuv xususiyatlarini aniqlash, uning semantik

[4] Ариес Ф. Возрасты жизни // Философия и методология истории. – М.: Прогресс, 1977; Костина Л.Т. Исследование группы прилагательных возраста в современном английском языке: автореф. дис. ... канд. филол. наук. – М., 1978; Romaine S. The Language of Children and Adolescents: The Acquisition of Communicative Competence. – Oxford: Basil Blackwell, 1984; Кацкова Д. Имена возраста в русском и словацком языках: автореф. дис. ... канд. филол. наук. – М., 1987; Кузнецова Н.Н. Имена прилагательные, определяющие возраст и внешность человека в русских народных сказках: автореф. дис. ... канд. филол. наук. – М., 1997; Башкеева В.В. Возрастные парадигмы в русском художественном мышлении первой трети XIX века // Логический анализ языка. Образ человека в культуре и языке. – М.: Наука, 1999; Ашхарава А.Т. Концепт «дитя» в русской языковой картине мира: автореф. дис. ... канд. филол. наук. – Архангельск, 2002; Власова К.А. Словообразовательные гнезда «МОЛОДОЙ – СТАРЫЙ» в русском языке: автореф. дис. ... канд. филол. наук. – Нижний Новгород, 2002; Крючкова Н.В. Концепты возраста (на материале русского и французского языков): автореф. дис. ... канд. филол. наук. – Саратов, 2003; Литвиненко Ю.Ю. Концепт «возраст» в семантическом пространстве образа человека в русской языковой картине мира: дис. ... канд. филол. наук. – Омск, 2006; Авдеева О.А. Средства выражения концепта «возраст» в английском языке: дис. ... канд. филол. наук. – СПб., 2007; Коновалова Ю.С. Фразеологизмы, паремии и афоризмы как средство объективации возрастных концептов в англо-американской языковой картине мира: дис. ... канд. филол. наук. – Воронеж, 2011; Eckert P. Age as a Sociolinguistic Variable // The Handbook of Sociolinguistics / ed. by F. Coulmas. – Chichester: Wiley Blackwell, 2017. – P. 151–167; Жалгасов Н.М. Антропоцентрические провербиальные образования с оценкой внешности и возраста человека // Science and Society. – 2023. - P. 197–202;

[5] Атаханова Г.Ш. Номинации «возраст человека» в когнитивно-прагматическом и лингвокультурологическом аспектах (на материале английского языка): автореф. дис. ... канд. филол. наук. – Ташкент, 2006.

[6] Axrorova R. Fransuz va o‘zbek tillarida “yosh”ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari. Monografiya. – Farg‘ona, 2021; Axrorova R.U. Turli nutq diskurslarining “yosh”ga oid tavsifi: filol. fan. d-ri (DSc) ... diss. – Andijon, 2026.

maydonini modellashtirish hamda konseptning kognitiv va milliy-madaniy qirralarini yoritishdan iborat.

Tadqiqotning vazifalari:

yosh konseptining lingvokognitiv va lingvomadaniy mohiyatini aniqlash, uning umuminsoniy hamda ingliz madaniyatiga xos milliy xususiyatlarini tavsiflash;

yosh konseptining bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlaridan tashkil topgan konseptual tuzilishini aniqlash, ularning asosiy verbalizatorlarini yadro va periferik qatlamlar bo‘yicha tizimlashtirish;

ingliz tilida yosh konseptini ifodalovchi birliklarning morfemik-derivatsion va komponent-semantik xususiyatlarini aniqlash, yoshga oid leksik hamda frazeologik verbalizatorlarni semantik guruhlarga ajratish;

ingliz tilida yosh konseptini ifodalovchi leksik birliklarning sintaktik tuzilishi va sintagmatik munosabatlarini aniqlash, ularning so‘z birikmalari hamda predikativ konstruksiyalarda voqelanish xususiyatlarini ochib berish.

ingliz madaniyatida yosh konseptining metaforik ifodalanishi, madaniy kodlari, aksiologik va stereotipik xususiyatlarini aniqlash hamda yoshga oid paremiologik birliklarda namoyon bo‘luvchi milliy-madaniy baholash mezonlarini ochib berish;

ingliz badiiy matnida yosh konseptining kontekstual, obrazli va pragmatik ifodalanish xususiyatlarini tahlil qilish, yosh mikrokonseptlarining badiiy matndagi lingvomadaniy mazmunini asoslash.

Tadqiqot obyekti ingliz tilida yosh konseptini verballashtiruvchi lingvomadaniy birliklardan iborat.

Tadqiqotning predmeti yosh konsepti verbalizatorlari hamda ularning kognitiv va lingvomadaniy xususiyatlari tahlilidan iborat.

Tadqiqot usullari. Dissertatsiya mavzusini yoritishda konseptual-kognitiv, tavsifiy, etimologik, funksional-semantik, assotsiativ-semantik va diskursiv tahlil usullaridan foydalanilgan.

Tadqiqotning ilmiy yangiligi quyidagilardan iborat:

ingliz tilida yosh (*age*) konseptining umuminsoniy va milliy-madaniy xususiyatlari asosida uning bolalik (*childhood*), o‘smirlik (*adolescence*), yoshlik (*youth*), o‘rta yosh (*middle age*) va qarilik (*old age*) mikrokonseptlaridan tashkil topgan lingvokognitiv modeli ishlab chiqilib, konseptual maydon yadrosini yosh davrlarini bevosita ifodalovchi tayanch verbalizatorlar (*child, teenager, young, adult, old*), periferik qatlamlarini esa yoshga oid baholovchi, obrazli va assotsiativ birliklar (*tiny, puberty, blossoming, prime, winter*) tashkil etishi asoslangan;

yosh konseptining morfemik-derivatsion (*-hood, -er, -ish, -ity, pre-, under-*), leksik-semantik (*childhood, adolescence, youth, adulthood, senility*) hamda sintaktik-sintagmatik (*a young child, in one’s teens, at an early age, to grow old*) verbalizatsiya vositalari tizimlashtirilib, mazkur birliklarning yosh davri, shaxsning yoshga oid maqomi, yetuklik darajasi va yoshga bog‘liq holatlarni ifodalovchi struktur-semantik xususiyatlari aniqlangan;

ingliz madaniyatida yosh konseptining bahor – yoshlik (*spring of life*), yoz – o’rta yosh (*summer of life*), qish – qarilik (*winter of life*) kabi metaforik modellari hamda yoshlikning imkoniyat, faollik va erkinlik, qarilikning esa tajriba, donolik va jismoniy zaiflik bilan bog‘liq aksiologik hamda stereotipik belgilari

ochib berilib, yoshga oid maqollarda (*With age comes wisdom*; *You can't teach an old dog new tricks*) mazkur qadriyatlarning ijobiy va salbiy baholash asosida namoyon bo‘lishi lingvomadaniy jihatdan dalillangan;

ingliz badiiy matnida yosh konseptining bolalikdan yetuklikka o‘tish, shaxsning ruhiy-ijtimoiy shakllanishi va yoshga bog‘liq hayotiy tajribani ifodalovchi kontekstual xususiyatlari aniqlanib, yosh mikrokonseptlarining obrazli tasvir, personaj nutqi, yoshga oid tavsiflar va baholovchi birliklar orqali verbalizatsiyalanishi hamda ularning lingvokognitiv va lingvomadaniy vazifalari asoslangan.

Tadqiqotning amaliy natijalari quyidagilardan iborat:

ingliz tilida yosh konseptining bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlaridan tashkil topgan konseptual tuzilishi aniqlanib, ularning asosiy verbalizatorlari yadro va periferik qatlamlarga ajratilgan, konseptning umuminsoniy hamda milliy-madaniy xususiyatlarini tavsiflash mezonlari tizimlashtirilgan;

yosh konseptini voqelantiruvchi morfemik-derivatsion vositalar (-hood, -er, -ish, -ity, pre-, under-) va leksik birliklarning komponent-semantik xususiyatlari tahlil qilinib, yosh davrlari, yetuklik darajasi, yoshga oid holat va ijtimoiy maqomni ifodalovchi verbalizatorlar semantik guruhlarga tasniflangan;

ingliz tilida yoshga oid so‘z birikmalari, predikativ konstruksiyalar va turg‘un birikmalarning struktur-semantik xususiyatlari aniqlanib, ularning yosh davrlarini nomlash, tavsiflash hamda baholashdagi sintaktik-sintagmatik modellari tavsiflangan;

ingliz madaniyatida yosh konseptining metaforik ifodalanishi, madaniy kodlari va stereotipik tasavvurlari aniqlanib, yosh davrlariga xos ijobiy va salbiy aksiologik belgilar hamda ularning milliy-madaniy mazmuni tizimlashtirilgan;

ingliz tilidagi yoshga oid maqollar va frazeologik birliklarning semantik hamda aksiologik xususiyatlari tahlil qilinib, bolalik, yoshlik, o‘rta yosh va qarilikka nisbatan shakllangan baholash mezonlari, hayotiy tajriba, donolik, faollik va yoshga bog‘liq cheklanishlarni ifodalovchi paremiologik modellar tavsiflangan;

ingliz badiiy matnlarida yoshga oid verbalizatorlarning kontekstual va obrazli xususiyatlari aniqlanib, ularning personajlarning yosh davri, ruhiy kechinmalari, ijtimoiy mavqeyi va hayotiy tajribasini ifodalashdagi lingvomadaniy funksiyalari izohlangan.

Tadqiqot natijalarining ishonchliligi ingliz tilidagi yosh konseptini ifodalovchi leksik birliklarning lug‘aviy-semantik xususiyatlari, lug‘at materiallari hamda badiiy matnlardagi kontekstual qo‘llanishlarini tizimli tahlil qilishga asoslanganligi bilan belgilanadi. Yosh mikrokonseptlariga xos assotsiativ bog‘lanishlar lug‘aviy ma’nolar, kontekstual ifodalar, obrazli tasvirlar va baholovchi birliklar asosida aniqlanib, ularning lingvokognitiv hamda lingvomadaniy xususiyatlari ilmiy jihatdan umumlashtirilgan.

Tadqiqot natijalarining ilmiy va amaliy ahamiyati.

Ingliz tilida yosh konseptining lingvokognitiv va lingvomadaniy xususiyatlari, besh mikrokonseptining o‘zaro munosabati, yadro va periferik qatlamlari, til birliklari orqali voqelanishi, metafora, stereotip, madaniy kod va aksiologik jihatlari aniqlanganligi hamda ishlab chiqilgan konseptual modelning antropotsentrik

tilshunoslik tadqiqotlari uchun nazariy-metodologik asos bo‘lib xizmat qilishi bilan belgilanadi.

Tadqiqot natijalarining amaliy ahamiyati dissertatsiya materiallaridan magistratura va bakalavriat bosqichlari uchun “Lingvomadaniyatshunoslik”, “Kognitiv tilshunoslik”, “Sotsiolingvistika” fanlari bo‘yicha darslik va o‘quv qo‘lanmalarning yangi avlodini yaratish, ilmiy ma’ruzalar, maxsus kurs, seminarlarda foydalanish mumkinligida ko‘rinadi.

Tadqiqot natijalarining joriy qilinishi. Ingliz tilida yosh konseptining tadqiqi asosida:

yosh (*age)* konsepti yaxlit model ko‘rinishida ishlab chiqilib, konseptning yadrosini inson umrining asosiy bosqichlarini ifodalovchi tayanch so‘zlar (*child, teenager, young, adult, old*) tashkil etishi, uning periferiyasi obrazli metaforalar (*tiny, puberty, blossoming, prime, winter*), frazeologizmlar (*To be long in the tooth*) va kognitiv assotsiatsiyalar (*Wisdom and grey hair*) orqali dalillanishiga doir ilmiy xulosa va natijalardan 2021-2023-yillar davomida Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetida bajarilgan PF-201912258-sonli “O‘zbek adabiyotining ko‘p tilli (o‘zbek, rus, ingliz tillarida) elektron platformasini yaratish” mavzusidagi amaliy loyihani amalga oshirishda foydalanilgan (Alisher Navoiy nomidagi Toshkent davlat o‘zbek tili va adabiyoti universitetining 2026-yil 25-martdagi 04/1-1550-son ma’lumotnomasi). Natijada ko‘p tilli elektron platformaning lingvokognitiv modullarini takomillashtirish, inson hayotining turli yosh bosqichlarini ifodalovchi til birliklarining kognitiv va milliy-madaniy xususiyatlarini tizimlashtirish hamda ularning lingvomadaniy mazmunini yoritishga xizmat qilgan.

Ingliz madaniyatiga xos bo‘lgan “*spring of life*”, “*summer of life*”, “*winter of life*” kabi madaniy kodlarda akslangan metaforik modellar yoshning imkoniyat, faollik va erkinlik, qarilikning esa tajriba, donolik va jismoniy zaiflik kabi metaforalar orqali ifodalanishi bilan bog‘lanishiga doir lingvomadaniy tahliliy xulosalardan 2025-2026-yillar davomida Yevropa Ittifoqi tomonidan moliyalashtirilgan Erasmus+ International Mobility (KA171) loyihasi doirasida Pavol Jozef Šafárik universiteti bilan hamkorlikda o‘tkazilgan “British and American Studies – Britaniya va Amerika tadqiqotlari” nomli loyihani amalga oshirishda foydalanilgan (Buxoro davlat universitetining 2026-yil 26-martdagi 06/2151-son ma’lumotnomasi). Natijada loyiha doirasidagi o‘quv dasturlarida ingliz tilidagi leksik birliklarning nafaqat lug‘aviy ma’nolarini, balki ularda mujassamlashgan madaniy kodlarni, shuningdek, “yoshlik” va “qarilik” bosqichlariga nisbatan shakllangan ijobiy ijtimoiy-madaniy stereotiplarning lingvomadaniy xususiyatlarini tizimli yoritishga xizmat qilgan.

yosh konsepti zamonaviy kognitiv lingvistika talablari asosida qayta talqin qilinib, uning bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik kabi tarkibiy tuzilishi izchil kognitiv bosqichlarga doir ilmiy-tahliliy xulosalardan “Farg‘ona viloyati teleradiokanali” davlat muassasasi tomonidan tayyorlangan “Ona tilim”, “Xayrli kun”, “Tafsilot” kabi ko‘rsatuvlar ssenariylarini shakllantirishda foydalanilgan (“Farg‘ona viloyati teleradiokanali” DMning 2026-yil 24-martdagi ma’lumotnomasi). Natijada ko‘rsatuvlarning ilmiy-ma’rifiy mazmunini boyitish,

yoshga oid tushunchalarning lingvomadaniy xususiyatlarini keng jamoatchilikka yetkazish hamda yosh avlodni milliy qadriyatlar ruhida tarbiyalashda tilning ijtimoiy-madaniy ahamiyatini yoritishga xizmat qilgan;

Tadqiqot natijalarining aprobatsiyasi. Tadqiqot natijalari 5 ta xalqaro va 3 ta respublika ilmiy-amaliy anjumanlarida ma‘ruza ko‘rinishida bayon etilgan hamda aprobatsiyadan o‘tkazilgan.

Tadqiqot natijalarining e’lon qilinganligi. Dissertatsiya mavzusi bo‘yicha jami 17 ta ilmiy ish, jumladan, O‘zbekiston Respublikasi Oliy attestatsiya komissiyasining doktorlik dissertatsiyalari asosiy ilmiy natijalarini chop etish tavsiya etilgan ilmiy nashrlarda 9 ta, shundan xorijiy jurnallarda 5 ta maqola chop etilgan.

Dissertatsiyaning tuzilishi va hajmi. Dissertatsiya kirish, uch bob, xulosa, foydalanilgan adabiyotlar ro‘yxatidan va ilovalardan iborat. Ishning umumiy hajmi 153 sahifani tashkil qiladi.

DISSERTATSIYANING ASOSIY MAZMUNI

Dissertatsiyaning kirish qismida mavzuning dolzarbligi va zarurati asoslangan, maqsad va vazifalari belgilangan, obyekti va predmeti tavsiflangan, uning respublika fan va texnologiyalarni rivojlantirishning ustuvor yo‘nalishlariga mosligi ko‘rsatilgan, tadqiqotning ilmiy yangiligi va amaliy ahamiyati ochib berilgan, tadqiqot natijalarini amaliyotga joriy qilish, nashr etilgan ishlar va dissertatsiyaning tuzilishi bo‘yicha ma’lumotlar keltirilgan.

Dissertatsiyaning “**Yosh konseptini tahlil etishning nazariy-metodologik asoslari**” deb nomlangan birinchi bobi uch fasldan iborat. “Konsept tushunchasi va uning lingvokognitiv tahlili” nomli birinchi faslda konseptning lingvokognitiv tabiati, uning inson ongida shakllanishi, shuningdek, kognitiv tilshunoslikdagi o‘rni hamda yosh tushunchasining mental model sifatidagi xususiyatlari haqida nazariy ma’lumotlar keltirilgan.

Zamonaviy antropotsentrik tilshunoslikda konsept insonning borliq haqidagi bilimlari, tajribasi va tasavvurlarini ongda tizimlashtiruvchi murakkab mental tuzilma sifatida talqin qilinadi. Konseptni tadqiq etish muayyan so‘zning lug‘aviy ma’nosini tavsiflash bilangina cheklanmay, balki uning ortida turgan bilim, tafakkur, baholash va madaniy tajribani aniqlashni ham nazarda tutadi. S.Askoldov konsept nazariyasining dastlabki ilmiy asoslarini shakllantirib, uni inson ongida mavjud bo‘lgan va kommunikatsiya jarayonida til vositalari orqali ifodalanadigan mazmuniy birlik sifatida izohlaydi[7]. Mazkur yondashuv konseptning tafakkur va til o‘rtasidagi bog‘lovchi xususiyatini aniqlash uchun nazariy asos yaratgan. Keyinchalik konsept haqidagi qarashlar kognitiv tilshunoslik va lingvomadaniyatshunoslik doirasida rivojlanib, uning mental, semantik va madaniy qatlamlarini kompleks o‘rganishga e’tibor kuchaydi. Shu jihatdan konseptni til, tafakkur va madaniyatning o‘zaro munosabatini aks ettiruvchi ko‘p qatlamli tuzilma sifatida tushunish yosh konseptini o‘rganish uchun ham muhim metodologik asos

[7]Аскольдов С.А. Концепт и слово // Русская словесность: От теории словесности к структуре текста: Антология / под общ. ред. В.П. Нерознака. – М.: Academia, 1997. – С. 267–279.

hisoblanadi. Tadqiqotda Askoldovning mazkur qarashlari konsept nazariyasining dastlabki nazariy manbalaridan biri sifatida baholanadi.

Konseptning kognitiv mohiyatini yoritishda Y.Kubryakovaning ilmiy qarashlari alohida ahamiyatga ega bo‘lib, olima uni insonning bilim tizimi, kognitiv jarayonlari va mental reprezentatsiyalari bilan bog‘liq holda talqin qiladi[8]. Bunday yondashuv tilni faqat kommunikativ vosita emas, balki inson tomonidan borliqni anglash, kategoriyalashtirish va konseptuallashtirish mexanizmi sifatida o‘rganishni taqozo etadi. N.Arutyunova esa konseptual mazmunning shakllanishini til, inson va borliq munosabatlari doirasida yoritib, lisoniy birliklarning inson tomonidan voqelikni idrok etish jarayoni bilan uzviy bog‘liqligini asoslaydi.[9] Y. Stepanov konseptning kognitiv xususiyatlari bilan bir qatorda uning madaniy mazmuniga alohida e’tibor qaratib, konseptni madaniyat va tafakkurning til orqali voqelanuvchi birligi sifatida talqin qiladi[10]. Ushbu qarashlar konseptning bevosita kuzatiladigan bitta lisoniy birlikka teng emasligi, balki uning mazmuni turli verbal vositalar orqali obyektivlashishini ko‘rsatadi. Shundan kelib chiqib, ingliz tilidagi yosh konseptini faqat *age* (yosh) leksemasi doirasida emas, balki uni bevosita va bilvosita verbalizatsiya qiluvchi birliklarning yaxlit tizimi sifatida o‘rganish maqsadga muvofiq. Mazkur nazariy pozitsiya tadqiqotimizda yosh konseptining morfemik-derivatsion, leksik-semantik, frazeologik va sintagmatik voqelanishini kompleks tahlil qilishga asos bo‘ladi.

Konseptning lingvomadaniy mohiyatini aniqlashda S.Vorkachyov va V. Maslovaning[11] qarashlari muhim bo‘lib, ularda konseptning emotsional, baholovchi, qadriyatli hamda milliy-madaniy tarkibiy qismlariga alohida e’tibor qaratiladi. Mazkur yondashuv yoshni faqat biologik yoki xronologik ko‘rsatkich sifatida emas, balki jamiyatning muayyan yosh bosqichlariga munosabatini aks ettiruvchi lingvomadaniy hodisa sifatida o‘rganish imkonini beradi. yosh semantik maydonining lisoniy xususiyatlarini o‘rganishda R.Axrorovaning tadqiqotlari ham bevosita ahamiyatga ega bo‘lib, olima fransuz va o‘zbek tillaridagi yoshga oid semantikali leksik hamda frazeologik birliklarning lisoniy xususiyatlarini maxsus tadqiq etgan[12]. Shuningdek, uning keyingi tadqiqotlarida turli nutq diskurslarining yoshga oid tavsifi masalasi kengaytirilib, yosh omilining diskursiv voqelanishiga e’tibor qaratilgan. Mazkur tadqiqotlar yoshning lisoniy ifodasi leksik va frazeologik birliklar bilan cheklanmasdan, turli kommunikativ va diskursiv sharoitlarda ham namoyon bo‘lishini ko‘rsatadi. Biroq ingliz tilida yosh konseptini verbalizatsiya qiluvchi birliklarning kognitiv xususiyatlari, konseptual maydonning yadro va periferik qatlamlari hamda ularda lingvomadaniy omillarning namoyon bo‘lishini o‘zaro bog‘liq holda tizimlashtirish zarurati saqlanib qoladi.

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[8] Кубрякова Е.С. Начала становления когнитивной науки о языке // Вопросы языкознания. – 1994. – № 4. – С. 34–47.

[9] Арутюнова Н.Д. Язык и мир человека. – М.: Языки русской культуры, 1999. – С. 3–15.

[10] Степанов Ю.С. Константы: Словарь русской культуры. Опыт исследования. – М.: Школа «Языки русской культуры», 1997. – С. 40–43.

[11] Воркачев С.Г. Ценностный концепт: от понятия к слову. – М.: ИФРАН РАН, 2002. – С. 14–18; Маслова В.А. Лингвокультурология. – М.: Академия, 2001. – С. 47–52.

[12] Axrorova R. Fransuz va o‘zbek tillarida “yosh”ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari. Monografiya. – Farg‘ona, 2021. – 119 b.

Tadqiqotda yosh konsepti bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlaridan tashkil topgan, yadro va periferik qatlamlari hamda semantik, derivatsion, sintagmatik, aksiologik, assotsiativ, stereotipik va metaforik xususiyatlari orqali voqelanuvchi umuminsoniy va milliy-madaniy mazmunga ega ko‘p qatlamli lingvokognitiv-lingvomadaniy tuzilma sifatida talqin qilinadi.

Ushbu bobning “Yosh konseptining umuminsoniy va milliy xususiyatlari” deb nomlangan ikkinchi faslida ushbu konseptning mazmuniy qatlamlari ingliz tili materiallari asosida tadqiq etilgan. Unda yosh tushunchasining nafaqat xronologik ko‘rsatkich, balki ingliz xalqi dunyoqarashida namoyon bo‘ladigan madaniy va ijtimoiy kategoriya sifatidagi o‘rni tahlil qilingan. Inson umri davrlarining ingliz madaniyatiga xos idrok etilishi, yosh bilan bog‘liq ijtimoiy rollar hamda ushbu konseptning umuminsoniy qadriyatlar bilan aloqadorlik jihatlari misollar bilan dalillangan.

Yosh konsepti inson hayotining biologik, psixologik va ijtimoiy rivojlanish qonuniyatlarini aks ettiruvchi universal konseptlardan biri bo‘lib, uning mazmunida umuminsoniy hamda milliy-madaniy xususiyatlar o‘zaro uyg‘unlashadi. O.Kurisheva yoshni inson hayotining barcha davrlarida mavjud bo‘ladigan asosiy psixologik, ijtimoiy va madaniy kategoriyalardan biri sifatida tavsiflaydi[13]. T.Tyler, R.Kramer va O.John tadqiqotlarida[14] yosh guruhlariga ajratish turli madaniyatlarda uchraydigan ijtimoiy kategoriyalash vositasi bo‘lib, shaxsning jamiyatdagi o‘rni, maqomi va ijtimoiy munosabatlarini belgilashda muhim ahamiyat kasb etishi ko‘rsatiladi. Shu nuqtayi nazardan, inson hayotining bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik bosqichlariga ajratilishi yosh konseptining umuminsoniy asosini tashkil etadi. Mazkur bosqichlar jismoniy rivojlanish, psixologik o‘zgarish, tajriba ortishi, ijtimoiylashuv va shaxs bajaradigan ijtimoiy rollarning almashinuvi bilan bog‘liq bo‘lsa-da, ularning xronologik chegaralari barcha jamiyatlarda mutlaq bir xil emas. Binobarin, yosh konseptining umuminsoniyligi biologik va psixofiziologik rivojlanishning umumiyligida, milliy xususiyati esa ushbu bosqichlarga muayyan madaniyat tomonidan yuklanadigan baho, konnotatsiya, stereotip, assotsiatsiya va ijtimoiy me’yorlarda namoyon bo‘ladi.

Yosh makrokonseptining ichki tuzilishini tashkil etuvchi besh mikrokonseptning universal xususiyati ularning qat’iy yosh chegaralarida emas, balki inson hayotidagi biologik, psixologik va ijtimoiy o‘zgarishlarni ifodalashida namoyon bo‘ladi. Jahon sog‘liqni saqlash tashkiloti *adolescence* davrini bolalikdan kattalikka o‘tishning alohida rivojlanish bosqichi sifatida belgilab, bu davrda jismoniy, kognitiv va psixosotsial o‘zgarishlar jadal kechishini qayd etadi[15]. BMT statistik maqsadlarda *youth* tushunchasini 15–24 yosh oralig‘idagi shaxslarga nisbatan qo‘llaydi, biroq ushbu chegaraning barcha jamiyatlar uchun yagona

[13] Курышева О.В. Возрастные аспекты социальной категоризации // Психология и психофизиология. – 2025. – № 1. – С. 45–52;

[14] Tyler T.R., Kramer R.M., John O.P. (eds.). The Psychology of the Social Self. – Mahwah, NJ: Lawrence Erlbaum Associates, 1999. – P. 3–20.

[15] World Health Organization. Adolescent health and development [Elektron manba]. – Geneva: WHO. – https://www.who.int/news-room/questions-and-answers/item/adolescent-health-and-development. (murojaat sanasi: 21.08.2026).

universal ta’rif emasligini ham ta’kidlaydi[16]. Masalan, 15–17 yoshdagi shaxs huquqiy jihatdan *child(*bola*)*, rivojlanish jihatidan *adolescent*, xronologik nominatsiya jihatidan *teenager* va statistik tasnifda *youth* sifatida tavsiflanishi mumkin. Bunda *teenager* ko‘proq ingliz tilidagi *-teen* bilan tugaydigan yosh sonlariga tayansa, *adolescent* biologik-psixologik rivojlanish bosqichini, *youth* esa yosh bilan bir qatorda ijtimoiy maqom va guruhiy mansublikni ham ifodalaydi. Mazkur kesishuv xronologik yosh bilan konseptual yosh aynan bir hodisa emasligini, yosh nominatsiyalarini esa faqat raqamli chegaralar asosida emas, balki ularning semantik tarkibi va qo‘llanish holati orqali tahlil qilish zarurligini ko‘rsatadi.

Ingliz lingvomadaniyatida yosh konsepti o‘ziga xos semantik, aksiologik va obrazli belgilar bilan tavsiflanadi. Bolalik ingliz lisoniy ongida o‘sish, qaramlik, beg‘uborlik va tajribasizlik bilan bog‘liq bo‘lsa, o‘smirlik o‘tish davri, jismoniy-psixologik o‘zgarish va mustaqillikka intilish belgilarini namoyon etadi; yoshlik esa faollik, imkoniyat, yangilik va hayotiy kuch bilan assotsiatsiyalanadi[17]. O‘rta yosh konseptual jihatdan yetuklik, mustaqillik, mas’uliyat, barqaror ijtimoiy mavqe va tajriba bilan bog‘lanadi, qarilik esa bir tomondan hayotiy tajriba va donishmandlik, ikkinchi tomondan jismoniy imkoniyatlarning pasayishi va hayot siklining yakuniy bosqichi sifatida baholanadi[18]. Mazkur xususiyatlarning bir qismi umuminsoniy xarakterga ega bo‘lsa-da, ularning ingliz lingvomadaniyatidagi milliy-madaniy voqelanishi yoshga oid leksik birliklar, frazeologizmlar, metaforalar va baholovchi nominatsiyalarda namoyon bo‘ladi; xususan, in the prime of life yetuklikni ijobiy baholash, over the hill qarilikni imkoniyatlarning pasayishi, no spring chicken esa katta yoshni yumoristik-ironik tarzda konseptuallashtiradi[19]. UNICEF materiallarida ham bolaning to‘laqonli rivojlanishi uchun sog‘liq, oziqlanish, xavfsizlik, himoya, ta’lim va kattalar g‘amxo‘rligi zarurligi qayd etilishi bolalik mikrokonseptidagi rivojlanish – qaramlik – himoya semantik birligini asoslashga xizmat qiladi[20]. Yoshga doir tadqiqotlarda G.Yakubova turli lingvomadaniyatlardagi child konseptini tahlil qilib, masalan, yapon tilidagi kodomo, arab tilidagi *ṭifl,* ispan tilidagi *niño/niña* hamda xitoy tilidagi *háizi* birliklari bolalikni quvonch, poklik, salohiyat, oilaviy bog‘liqlik, tarbiya va ta’lim kabi turli madaniy mazmunlar bilan bog‘lashini ko‘rsatadi[21]. Ingliz tilidagi child birligi ham faqat muayyan yoshdagi shaxsni nomlash bilan cheklanmay, kontekstga ko‘ra beg‘uborlik, qiziquvchanlik va salohiyat kabi qo‘shimcha mazmunlarni ifodalashi mumkin.

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[16] United Nations. Youth: Who Are the Youth? [Elektron manba]. – New York: United Nations. – https://www.un.org/en/global-issues/youth . (murojaat sanasi: 21.08.2026)

[17] Tejada-Caller P. On “Shapelings” and “Childlings”: A Linguistics Approach to the Emergence of New Cultural Borders between the Unborn and the New-Born Child in EME (1500–1700) // Journal of English Studies. – 2020. – Vol. 18. – P. 227–251. Djabbarov Sh. A Diachronic Study of the Concept of Youth in the English Linguacultural Context // Mental Enlightenment Scientific-Methodological Journal. – 2024. – Vol. 5. – No. 9. – P. 53–61.

[18] Seyidova S. The Concept of “Age” and Its Idiomatic Representation in the Azerbaijani, English and Russian Languages // Bulletin of L.N. Gumilyov Eurasian National University. Philology Series. – 2019. – No. 1 (126). – P. 157–164.

[19] Khamrakulova S.F. Phraseological Representations of Youth and Old Age: A Cross-Linguistic Analysis // Development and Innovations in Science. – 2025. – Vol. 4. – No. 9. – P. 44–48.

[20] UNICEF. Early Childhood Development [Elektron manba]. – New York: United Nations Children’s Fund. – https://www.unicef.org/early-childhood-development . – (murojaat sanasi: 21.08.2026).

[21] Yakubova G. Linguistic features of the concept “Child” in the English language // Экономика и наука в современном мире. Развитие новых возможностей. – Moscow, 2025. – С. 119–121.

R.Axrorovaning yoshga oid leksik va frazeologik birliklar bo‘yicha tadqiqotlari esa yosh semantikasining turli lisoniy vositalar orqali voqelanishi va ularda milliy-madaniy xususiyatlarning aks etishini ko‘rsatadi[22]. Demak, yosh bosqichlarining biologik-rivojlanish asoslari umuminsoniy xarakterga ega bo‘lsa, ularning til orqali konseptuallashtirilishi, baholanishi va qo‘shimcha ma’no kasb etishi lingvomadaniy xususiyatlarni yuzaga chiqaradi.

Jahon sog‘liqni saqlash tashkiloti ham katta yoshdagi insonlarning jismoniy va aqliy imkoniyatlari nihoyatda xilma-xil ekanini hamda xronologik yoshning o‘zi insonning funksional holatini to‘liq belgilamasligini ta’kidlaydi[23]. Shunday qilib, yosh konseptining universal va milliy-madaniy xususiyatlari yosh verbalizatorlarining semantik-konnotativ mazmuni, aksiologik bahosi hamda kontekstual qo‘llanishi orqali aniqlanib, uning ingliz lingvomadaniyatidagi voqelanishini tizimli tahlil qilishga nazariy asos yaratadi.

Dissertatsiyaning “Yosh konseptining lingvokognitiv maydoni va asosiy verbalizatorlari” deb nomlangan uchinchi faslida yosh konseptini tashkil etuvchi kognitiv tuzilmalar va ularning ingliz tilidagi lisoniy ifodalari hisoblangan verbalizatorlari tizimli tahlil qilingan. Tadqiqot davomida yosh davrlarini ifodalovchi leksik birliklarning semantik hajmi, ularning kognitiv maydondagi o‘rni hamda ushbu birliklar o‘rtasidagi assotsiativ aloqalar aniqlangan.

Ijtimoiy munosabatlarni tadqiq etgan olimlar V.Foyt, F.Aries, V.Karasik, O.Leontovich, N.Shaxmatovalarning tadqiqotlarida[24] yosh guruhlarini ajratish biologik rivojlanish va organizmning funksional xususiyatlariga asoslansa-da, ularning chegaralari jamiyatning ijtimoiy-madaniy tuzilishi hamda lisoniy dunyo manzarasi bilan uzviy bog‘liqdir. yosh konseptining lingvokognitiv maydonini o‘rganish fanlararo yondashuvni talab etadi, chunki u biologik jarayonlar bilan birga ijtimoiy, psixologik va madaniy omillarni ham qamrab oladi. Bunda sotsiologiya yoshga xos ijtimoiy rol va maqomlarni, psixologiya kognitiv va ruhiy rivojlanish bosqichlarini, antropologiya esa yoshning milliy-madaniy xususiyatlarini yoritib, konseptning lingvokognitiv va lingvomadaniy mohiyatini kompleks tahlil qilishga xizmat qiladi. Psixologik adabiyotlarda yoshning to‘rtta turi ajratib ko‘rsatiladi: xronologik, ijtimoiy, biologik va psixologik, ularning barchasi til tizimida o‘z aksini topadi. Biologik yosh A.Tolstix[25] tomonidan “hayot davrlari” sifatida tavsiflanadi va u insonning fiziologik rivojlanish bosqichlarini bildiradi. Til tizimida bu yosh childhood (*bolalik*), middle age (*o‘rta yosh*) kabi bosqichlarni bildiruvchi birliklar bilan hamda baby (*go‘dak*), child (*bola*), adult (*kattalar*), grown-up (*voyaga yetgan*) kabi shaxsni bevosita ifodalovchi so‘zlar orqali namoyon bo‘ladi. Psixologik yosh

[22] Axrorova R. Fransuz va o‘zbek tillarida “yosh”ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari. Monografiya. – Farg‘ona, 2021. – 119 b.

[23] World Health Organization. World Report on Ageing and Health [Elektron manba]. – Geneva: World Health Organization, 2015. – https://www.who.int/publications/i/item/9789241565042 (murojaat sanasi: 21.08.2026).

[24] Foyt V.G. Socialization and the Life Course // Annual Review of Sociology. – 1988. – Vol. 14. – P. 305–307; Ariès Ph. Centuries of Childhood: A Social History of Family Life. – New York: Knopf, 1962. – P. 15–18; Карасик В.И. Языковой круг: личность, концепты, дискурс. – М.: Гнозис, 2004. – С. 87–90; Леонтович О.А. Русские и американцы: парадоксы межкультурного общения. – М.: Гнозис, 2005. – С. 20–23; Шахматова Н.В. Трансформации жизненного пути поколений в современной России. – Саратов: Изд-во Сарат. ун-та, 2003. – С. 34–37.

[25] Толстых А. В. Возраст жизни. – М: Молодая гвардия, 1988. – С. 18–21.

esa insonning ichki vaqt hissi va o‘z shaxsiy yoshini ruhiy kechinma sifatida anglash jarayonini ifodalaydi

Ikkinchi bob **“Ingliz tilida yosh konseptining lisoniy ifoda vositalari”** deb nomlangan bo‘lib, uch fasldan iborat, birinchi fasl “Morfemik-derivatsion vositalar orqali yosh konseptining lingvistik ifodalanishi” deb nomlangan. Ushbu faslda ingliz tilidagi yoshga oid leksik birliklarning morfemik tarkibi, ularning yosh bosqichlarini (bolalik, o‘smirlik, yoshlik, o‘rta yosh va keksalik) ifodalashdagi o‘rni hamda affikslarning semantik xususiyatlari tahlil qilingan.

Tadqiqotning materiallarini shakllantirishda Oxford English Dictionary[26], Merriam-Webster Dictionary[27], Cambridge Dictionary[28] va Collins English Dictionary[29] manbalaridan foydalanildi. Mazkur lug‘atlardan yosh konseptini verbalizatsiya qiluvchi leksik birliklar saralanib, ularning morfemik tarkibi tahlil qilindi hamda ushbu birliklarning yasalishida ishtirok etuvchi affikslar ajratib olindi. Natijada yoshga oid hosila birliklar tarkibida faol qo‘llangan 24ta affiks aniqlanib, ularning derivatsion va semantik xususiyatlari tizimlashtirildi.

Tadqiqot doirasida yosh konseptini lingvistik jihatdan verbalizatsiya qiluvchi 24ta affiks tahlil etilib, ular yordamida yasalgan 73ta leksik birlik ilmiy jihatdan asoslab berildi. Tadqiqot doirasida tahlil qilingan 24ta morfemik birliklar tarkibiy tuzilishiga ko‘ra ikki guruhga ajratildi: bularga so‘z o‘zagidan oldin keluvchi *pre-* va *under-* kabi 2 ta prefiks, shuningdek, so‘z yasovchi *-y, -hood, -age, -ing, -ence, -ity, -ation, -ion, -ness, -ling, -er, -arian, -kin, -ine, -ly, -less, -ish, -able, -ile, -al, -teen va -ic* kabi 22 ta suffiks kiradi.

Yosh konseptining turli bosqichlarini ifodalovchi so‘zlarni tahlil qilishda, ularning, asosan, ot va sifat so‘z turkumlariga mansubligini kuzatishimiz mumkin. Otlar hayot bosqichini yoki shaxsni nomlash uchun ishlatiladi (masalan, *childhood, toddler*), sifatlar esa xususiyat yoki holatni ta’riflash imkonini beradi (*young, yosh*). Shu so‘z turkumlariga e’tibor qaratish, tadqiqotga ilmiy asos beradi, chunki ular yosh konseptining semantik va morfologik tarkibini ochib berishda asosiy vosita sifatida xizmat qiladi.

Ot so‘z turkimiga mansub bo‘lgan yosh konseptining verballashtiruvchi morfemalar nisbatan ko‘p uchraydi. Ingliz tilida davr bilan bog‘liq bo‘lgan affikslarga *-y, -hood, -age, -ence, -ing, -ity, -ation, -ion, -ness* singari qo‘shimchalarni kiritishimiz mumkin. Quyida biz har bir affiksga to‘xtalib o‘tamiz.

-y affiksi ingliz tilida turli xil so’z turkumlaridagi asosga qo’shilgan holda yoshning davrini anglatadi.

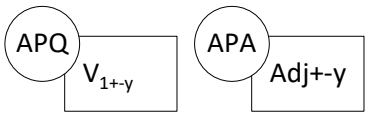
Masalan: *infancy* (chaqaloqlik) [noun+-y=age-person period] - mazkur affiks bilan bog‘liq bo‘lgan holda, asosan, 2 oylik chaqaloqdan 1 yoshgacha bo‘lgan davrga nisbatan qo‘llaniladi.

[26] https://www.oed.com/ (murojaat sanasi: 25.11.2024)

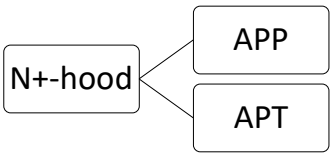
[27] Merriam-Webster’s Collegiate Dictionary. – 11th ed. – Springfield, MA: Merriam-Webster, Inc., 2003. – 1623 p.

[28] Cambridge Advanced Learner’s Dictionary / ed. by C. McIntosh. – 4th ed. – Cambridge: Cambridge University Press, 2013. – 1844 p.

[29] Collins English Dictionary. – 13th ed. – Glasgow: HarperCollins Publishers, 2018. – 2336 p.

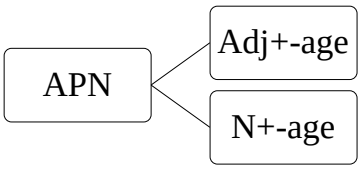


Hoary [Adj. + -y = Age-person adj] - oqsoqol, qarigan, *tottery* [V_{1+}-y=Age-person quality] - nogiron, qariya keksalik alomati bilan qadam tashlaydigan, *granny* [Noun+-y=age-person noun] - buvijon, qari ayol so'zlari ham ushbu affiksga misol bo'ladi.



-hood affiksi asosga qo'shilib, shaxsning muayyan yosh davrini yoki hayot bosqichini ifodalovchi otlarni hosil qiladi. Inson yoshi bilan bog'liq holda *-hood* affiksi bilan bog'liq bir necha davrni, ya'ni *babyhood* [Noun+y=Age-person period] – umumiy bolalik davrini ifodalovchi so'z bo'lib, ushbu davrga tug'ilganlikdan 4 yoshgacha bo'lgan davrni olish mumkin, *toddlerhood* – 1-3 yosh oralig'idagi davr, *childhood* – bolalik davri, *adulthood* – katta yosh, voyaga yetganlik davri, manhood – erkaklik, yetuklik davri, *womanhood* – ayollik, yetuklik davri ekanligini ko'rishimiz mumkin. Shuningdek, mazkur affiks hayvonlardagi yosh bilan bog'liq bo'lgan davrlarni ham bildiradi. Masalan, *puppyhood* [Noun+-y=Age thing period] - itlarning yoshlik davri , *kittenhood* - mushukning yoshlik davri. Mazkur qo'shimcha nafaqat uy hayvonlarini, balki yovvoyi hayvonlarning ham bolalik davrini ifodalashda ishlatiladi. Masalan, *cubhood* - ayiq, sher, yo'lbars kabi hayvonlarning bolalik davri. Ushbu affiksi nutqda qo'llanilishiga quyidagi misolni olishimiz mumkin: *"I have always been interested in the little incidents of my own childhood"*[30]. (Men har doim o'zimning bolaligimdagi kichik voqealarga qiziqib kelganman). Asar bosh qahramoni bo'lgan David Copperfield romani boshida o'z bolaligini eslab, "*childhood*" – ya'ni bolalik davri, inson hayotining dastlabki va shakllanish davri sifatida tasvirlangan. Bu yerda "*childhood*" konsepti bolalikning individual tajribalari, hissiyotlari va kundalik voqealari orqali verballashgan.

-age affiksi asosga qo'shilgan holda undan anglashilgan ma'no yosh davrini anglatadi.

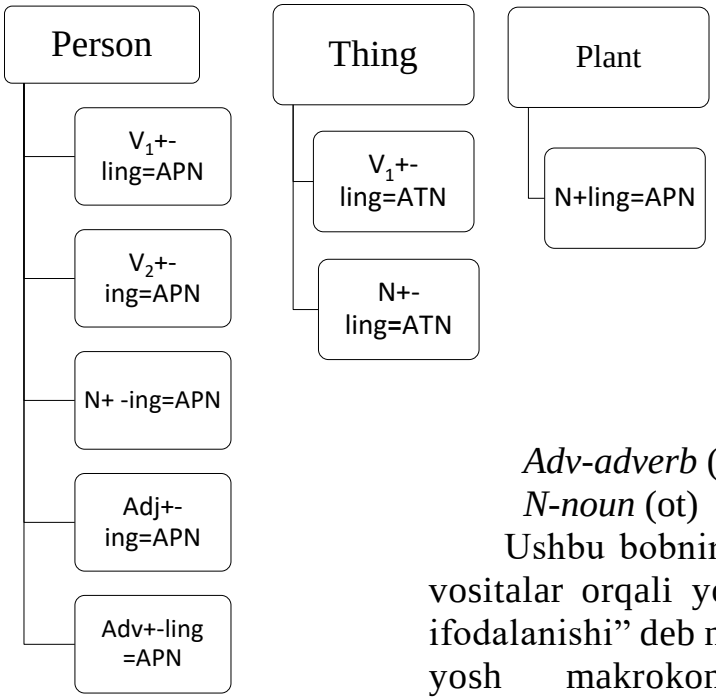


Masalan, *nonage* [Adjective+-age=Age-person noun] – voyaga yetmaganlik, yoshlik davrini ifodalash bilan bir qatorda ingliz lug'atlarida [31] bu davrga nisbatan qonuniy ravishda turli bitimlarni amalga oshirishi mumkin bo'lgan yosh holati nazarda tutiladi deb izohlanadi. *Dotage* - qarilikning oxirgi bosqichdagi davri bo'lib, bu davrda qarilik oqibatida insonlar ahmoqona va nazoratsiz xatti-harakatlarga moyil bo'lib qoladi deb ishoniladi, *pupilage* [Noun+-age=Age-person noun] – o'quvchilik davrini anglatadi bu yana shogirdlik davrini ifodalab biror ustoz qo'lida ta'lim olayotgan va hali mustaqil bo'lmagan davrni ham ifodalaydi, *teenage* – o'smirlik davri bo'lib, 13-19 yosh oralig'idagi davrni ifodalaydi. *anecdotage* - qarilik, insonning xotiralar bilan to'la keksalik davri.

[30] Dickens Ch. David Copperfield. – London: Penguin Books, 2004. – P. 25.
[31] https://www.collinsdictionary.com/dictionary/english/nonage (murojaat sanasi: 21.11.2025).

Ingliz tilida shaxsni ifodalovchi affikslarga *–ling, -er, -kin, -et, -ine, -ly, ness, -less, -ish, -able, -al, -ic, -arian* singari qo'shimchalarni kiritishimiz mumkin. Quyida biz har bir affiksga alohida to'xtalib o'tamiz.

-ling affiksi asosga qo'shilib ayni bir davrdagi shaxslarni ifodalaydigan so'z yasaydi.



APN–Age-person noun (yoshni ifodalovchi shaxs otlari)
ATN-Age-thing noun (yoshni ifodalovchi narsa buyum otlari)
APN-Age-plant noun (yoshni ifodalovchi o'simlik otlari)
V – Verb (fe'l)
Adj –adjective (sifat)
Adv-adverb (ravish)
N-noun (ot)

Ushbu bobning ikkinchi fasli "Leksik vositalar orqali yosh konseptining lisoniy ifodalanishi" deb nomlanadi. Mazkur faslda yosh makrokonsepti leksik-semantik maydon sifatida modellashtirilib, uning tarkibiy qismlari - *childhood (bolalik), adolescence (o'smirlik), youth (yoshlik), middle age (o'rta yosh) va old age (qarilik)* mikrokonseptlari yadro va periferiya tamoyili asosida tadqiq etilgan. Bunda leksik birliklarning denotativ va konnotativ ma'nolari, ularning gender xususiyatlari hamda badiiy matndagi kontekstual ma'no qirralari ochib berilgan.

Leksik sath tildagi eng faol va dinamik qatlamlardan biri bo'lib, u doimiy ravishda yangilanib boradi. "Har bir davr, ijtimoiy o'zgarish yoki madaniy jarayon va leksik qatlamda o'z aksini topadi"[32]. Ayniqsa, yosh konseptiga oid leksik birliklar inson hayotining muhim bosqichlarini, ularning ruhiy, ijtimoiy va madaniy xususiyatlarini ifodalashda muhim ahamiyat kasb etadi.

Mazkur tadqiqot ishida konseptologik nuqtayi nazardan yosh makrokonsept sifatida qabul qilinadi. Shu nuqtayi nazardan, age (yosh) makrokonsepti doirasida biz besh mikrokonseptni: *childhood* (bolalik), *adolescence* (o'smirlik), *youth* (yoshlik), *middle age* (o'rta yosh) va *old age* (qarilik) - tahlil qilish uchun ajratdik.

Quyida biz har bir mikrokonseptni alohida-alohida leksik tahlilga tortdik.

I. *Childhood* (bolalik) mikrokonseptiga doir leksik birliklar tahlili.

Childhood (bolalik) mikrokonsepti. Birinchi guruhga "*childhood*" – bolalik mikrokonsepti olingan bo'lib, ingliz tili izohli lug'atida unga quyidagicha ta'rif beriladi: "*Childhood is a state of being a child*"[33] (Bolalik bu bola bo'lish davri).

[32] G'ulomov A. Tilshunoslikka kirish. – Toshkent: O'zbekiston milliy ensiklopediyasi, 2015. – B.67
[33] https://www.oed.com/search/dictionary/?scope=Entries&q=childhood&tl=true (murojaat sanasi 10.11.2025)

Ushbu ta’rif bolalikni inson hayotidagi o‘ziga xos rivojlanish bosqichi sifatida ko‘rsatadi, uning psixologik, ijtimoiy va biologik jihatlarini o‘z ichiga oladi. Bolalik konsepti lingvistik tahlilda leksik birliklar orqali o‘rganilganda, u nafaqat yosh davrini belgilovchi nomlar va atamalarni, balki ushbu davrga xos fazilatlar, xatti-harakatlar va ijtimoiy rollarni ham aks ettiradi. Shunday qilib, “*childhood*” mikrokonsepti tahlil qilinayotganda, leksik birliklarning yadro va periferik semantik qatlamlari aniqlanadi, bu esa tadqiqotga konseptning strukturaviy va funksional jihatlarini chuqurroq o‘rganish imkonini beradi

Quyida biz “bolalik” konseptiga doir so‘zlarni aynan shu yadro va periferiya tahlili usuli asosida ko‘rib chiqamiz. Birinchi guruhning yadro qismini neytral uslubdagi, bolalik tushunchasini umumiy va mavhum tarzda ifodalovchi birliklar tashkil etadi: *childhood* (bolalik), *babyhood* (chaqaloqlik), *infancy* (go‘daklik), *new-born* (yangi tug‘ilgan). Bolalikni bildiruvchi ushbu birliklar giposemasi ostida yig‘ilgan birliklar bolalik konseptining til orqali ifodalanuvchi asosiy leksik manbayini tashkil etadi. Ushbu guruhda yadro birliklar (*childhood, babyhood, infancy*) konseptning eng barqaror va umumiy semasini o‘zida mujassam etadi: ular bolalikni mavhum va neytral tarzda ifodalaydi hamda ko‘p hollarda uslubiy tafovutsiz ishlatiladi.

Periferik qatlam esa mazkur markaziy leksemalarning ma’nosini aniqlashtiruvchi, ularning semantik doirasini kengaytiruvchi va uslubiy jihatdan rang-baranglik kirituvchi birliklardan iborat. Ular qatoriga bolalik va yosh davrining mavhum, holat yoki belgi sifatida ifodalanishini bildiruvchi quyidagi leksemalar ham kiradi: *minority* (voyaga yetmaganlik), *pupilage* (o‘quvchilik yoki shogirdlik davri), *nonage* (voyaga yetmaganlik davri), *prepubescence* (balog‘atga yetishdan oldingi davr), *beginning* (boshlanish, ilk davr), *prepubescent* (balog‘atga yetishdan oldingi), *kiddish* (bolalarcha), *hoydenish* (bolalarcha sho‘x, shovqinli), *fledgeling* (yangi o‘rganayotgan, tajribasiz), *unbreeched* (hali katta bo‘lmagan, yosh), *ageless* (yoshini sezdirmaydigan), *tiny* (juda kichik), *unwrinkled* (tirish tushmagan, yoshga xos silliq va tarang holatdagi teri). Shuningdek, ushbu konseptga doir hayvonlarga oid yosh va yetilmaganlikni ifodalovchi leksemalar ham mavjud bo‘lib, ularga quyidagilar kiradi: *kittenish* (yosh mushukchaga xos xatti-harakat), *coltish* (yosh otga xos sho‘x, yetilmagan). Bu leksemalar ko‘pincha metaforik ko‘chish asosida inson bolaligiga xos sho‘xlik, tajribasizlik yoki yetilmaganlikni tasvirlashda ham qo‘llanadi.

Childhood (bolalik) konseptida erkak jins vakilini ifodalovchi birliklar. Ushbu guruhga quyidagi so‘zlar kiradi: *cockerel* (jo‘jaxo‘roz), *boykin* (kichik o‘g‘il bola), *tad* (bolakay), *urchin* (ko‘cha bolasi, tashlandiq bola), *nipper* (chaqqon bola), *tyke* (palapartish bola).

Childhood (bolalik) konseptida ayol jins vakilini ifodalovchi birliklar. Bu guruhga *quaill* (kichik, uyalchang qiz), *quiff* (yoshlikdagi hayolparast qiz), *gamine* (sho‘x, erkakshoda), *puss* (erkatoy qizaloq, mushukchaday beozor) kabi so‘zlar kiradi.

Bobning uchinchi fasli “Sintaktik va sintagmatik konstruksiyalar orqali yosh konseptining lingvistik verbalizatsiyasi” deb nomlanadi.

Ingliz tilida yosh konsepti alohida leksemalar bilangina emas, balki so‘zlarning o‘zaro sintagmatik bog‘lanishi va turli sintaktik konstruksiyalar orqali ham verbalizatsiyalanadi. So‘z birikmalari tarkibida yoshga oid birlikning ma’nosi boshqa komponent bilan munosabatga kirishib, uning semantik, baholovchi va funksional xususiyatlarini aniqlashtiradi. Masalan, *tender age* - murg‘ak yosh, *ripe age* - yetuk yosh, *advanced age* - keksaygan yosh birikmalarida *age* umumiy yosh tushunchasini ifodalasa, *tender, ripe, advanced* komponentlari uning muayyan bosqichi va sifat xususiyatini aniqlashtiradi. M.Levisning leksik yondashuviga ko‘ra, nutqiy birliklar ***words, polywords, collocations, institutionalized utterances, sentence frames and text frames*** kabi turlarga ajratiladi[34]. Tadqiqotda ushbu tasnif yosh konseptiga tatbiq etilib, *child, teenager, adult, old age* - alohida so‘zlar; *a young child, growing up, in his/her teens* - ko‘p komponentli birliklar; *child development, adolescent behavior, elderly care* - kollokatsiyalar sifatida ko‘rib chiqildi. Shuningdek, *How old are you?, When I was your age..., You are getting older* kabi nutqiy qoliplar hamda *At the age of... he/she..., During childhood/teenage years..., In old age...* kabi gap modellari yosh mazmunining kommunikativ va kontekstual voqelanishini namoyon etadi.

Sintagmatik tahlil natijasida yosh konseptini ifodalovchi birliklar struktur jihatdan **fe’l + ot, sifat + ot, ot + fe’l, fe’l + ravish, ravish + sifat** modellariga ajratildi. Jumladan, **[V + N]** modelida *reach maturity* - yetuklikka erishmoq, *enter adulthood* - voyaga yetmoq; **[Adj + N]** modelida *tender age* - murg‘ak yosh, *advanced age* - keksaygan yosh; **[N + V]** modelida *age creeps* - qarilik o‘rmalab keladi, *childhood passes* - bolalik o‘tib ketadi; **[V + Adv]** modelida *age gracefully* - chiroyli qarimoq, *mature early* - erta yetilmoq; **[Adv + Adj]** modelida esa *highly experienced* - yuksak tajribali, *surprisingly young* - hayratlanarli darajada yosh kabi konstruksiyalar kuzatiladi. Ushbu modellar bir xil konseptual mazmunni turli sintaktik munosabatlar orqali yuzaga chiqaradi: **[Adj + N] → yoshning belgi/bahosi; [V + N] → yosh subyektiga yo‘naltirilgan harakat yoki yosh bosqichiga kirish; [N + V] → yosh subyektining harakati/holati; [V + Adv] → yoshga oid jarayonning kechish xususiyati; [Adv + Adj] → yosh belgisining darajasi**. Masalan, *protect the child* konstruksiyasida *child* bolalik mikrokonseptining bevosita verbalizatori bo‘lsa, *protect* fe’li unga nisbatan amalga oshiriladigan himoya harakatini faollashtiradi. Dissertatsiyada H.Lee asaridan olingan *“Atticus said to Jem that he had to protect the child from such madness”* misoli **[V + N]** modelining badiiy matndagi voqelanishini ko‘rsatadi[35].

Dissertatsiyaning **“Ingliz tilida yosh konseptining lingvomadaniy xususiyatlari”** deb nomlangan uchinchi bobi uch fasldan iborat. “Yosh konsepti bilan bog‘liq madaniy kodlar” deb nomlangan birinchi faslda konseptining lingvomadaniy tabiati tadqiq etilib, inson umrining biologik bosqichlari tilda somatik, zoomorf, fitomorf va teomorf kabi madaniy kodlar tizimi orqali qanday modellashtirilishi ilmiy jihatdan asoslab berildi. Shuningdek, ingliz madaniyatida bolalikdan to qarilikkacha bo‘lgan davrlarga oid ijobiy va salbiy

[34] Lewis M. The Lexical Approach: The State of ELT and a Way Forward. – Hove: Language Teaching Publications, 1993. – P. 89–96.

[35] Lee H. *To Kill a Mockingbird*. – New York: Warner Books, 1982. – P. 197.

stereotiplar tahlil qilinib, ularning jamiyat ijtimoiy ongida kognitiv sxemalar sifatida namoyon bo‘lish xususiyatlari aniqlandi.”

Yosh konseptining lingvomadaniy mazmunini ochishda madaniy kodlar muhim o‘rin tutadi, chunki ular xalqning tarixiy tajribasi, qadriyatlari, dunyoqarashi va milliy mentalitetini til birliklari orqali ifodalovchi ramziy-ma’noviy tizim hisoblanadi. D.Xudoyberganova madaniy kodni xalqning tarixiy tajribasi, qadriyatlari va milliy mentaliteti asosida shakllangan ramzlar, tasavvurlar, ma’no va obrazlar tizimi sifatida talqin qiladi [36]. N.Alefirenko qarashlarida ham til birliklarining mazmuni ularning madaniy, tarixiy va ijtimoiy funksiyalari bilan uzviy bog‘liqlikda namoyon bo‘lishi ta’kidlanadi[37]. yosh konsepti doirasida bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik bosqichlari biologik-xronologik davr bo‘lish bilan birga, muayyan madaniy tasavvur va baholarni ham mujassamlashtiradi. Ularning lingvomadaniy mazmuni zoomorf, fitomorf, antropomorf, teomorf, somatik, makoniy, ma’naviy va predmetli kodlar orqali yuzaga chiqadi. Masalan, somatik koddagi *tiny hands* bolalikning jismoniy kichiklik va himoyaga muhtojlik belgisini, *grey hair* esa qarilikning tashqi fiziologik belgisini ifodalaydi; predmetli kodda *cradle* bolalik va hayotning boshlanishi, *walking stick* esa qarilik timsoli sifatida namoyon bo‘ladi.

Ingliz lingvomadaniyatida yosh konsepti stereotiplar va madaniy kodlar orqali turlicha voqelanadi: stereotiplar yosh guruhlariga xos umumlashgan ijtimoiy tasavvurlarni (*young people are inexperienced* – yoshlar tajribasiz; old people are wise – keksalar dono), madaniy kodlar esa yoshning ramziy-majoziy mazmunini (*youth → spring/bloom → renewal* – yoshlik bahor va yangilanish; *old age → sunset → life’s final stage* – qarilik hayotning so‘nggi bosqichi) ifodalaydi. Demak, stereotiplar yoshga oid ijtimoiy baholarni, madaniy kodlar esa uning metaforik, assotsiativ va aksiologik mazmunini faollashtirib, yosh konseptining lingvomadaniy mohiyatini ochib beradi.

Ushbu bobning ikkinchi fasli “Ingliz maqol va matallarida yosh konseptining aks etishi” deb nomlangan. Ingliz maqol va matallarida yosh konsepti xalqning inson hayoti bosqichlari haqidagi ijtimoiy tajribasi, qadriyatlari, stereotiplari va baholash mezonlarini mujassamlashtiruvchi lingvomadaniy hodisa sifatida namoyon bo‘ladi. Paremiologik birliklar avloddan avlodga uzatiladigan madaniy bilimlarni ixcham shaklda saqlashi sababli ularda bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilikka xos belgilar obrazli tarzda kodlanadi. K.Ruziyev maqollarni til va madaniyat o‘rtasidagi munosabatni aks ettiruvchi, jamiyatning ijtimoiy, axloqiy va tarixiy tajribasini saqlovchi birliklar sifatida tavsiflaydi [38]. Yoshga oid ingliz paremiologik birliklarining semantik mazmunida **bolalik → tarbiya va shakllanish; o‘smirlik → tajribasizlik va o‘tish; yoshlik → faollik, kuch va imkoniyat; o‘rta yosh → yetuklik va mas’uliyat; qarilik → tajriba va donolik** kabi aksiologik belgilar yetakchilik qiladi. Bunda yosh bosqichlari ko‘pincha tabiat sikli bilan

[36]Xudoyberganova D. Lingvokulturologiyada madaniy kod tushunchasi va talqini // O‘zbek tili va adabiyoti. – Toshkent, 2019. – № 3. – B. 12.

[37]Алефиренко Н. Лингвокультурология: ценностно-смысловое пространство языка. – М.: Флинта, Наука, 2010. – С. 136.

[38] Ruziev K.B. Proverbs and corpus linguistics // Актуальные проблемы гуманитарных и естественных наук. – 2020. – № 6. – P. 64–67.

metaforik qiyoslanib, **bahor, tong, gullash va olov** yoshlik hamda rivojlanishni, **kuz, qish va so‘nish** esa qarilik va hayotning kechki bosqichlarini ifodalashga xizmat qiladi. Paremiologik birliklarda yosh shu tariqa oddiy xronologik ko‘rsatkichdan chiqib, tarbiya, yetuklik, tajriba, mas’uliyat va donolik kabi ijtimoiy-madaniy qadriyatlarni ifodalovchi konseptual kategoriyaga aylanadi.

Ingliz tilidagi yosh konseptiga oid maqol va matallarni ajratish va lingvomadaniy jihatdan tahlil qilishda H.Bohnning ***A Hand-Book of Proverbs***, J.Speake tahriridagi ***The Oxford Dictionary of Proverbs***, M.Attia va hammualliflarning ***Live and Learn: Current English Proverbs, Explained*** hamda W.Smith tuzgan ***The Oxford Dictionary of English Proverbs*** kabi paremiografik manbalardan foydalanildi[39]. Ushbu manbalardan olingan yoshga oid paremiologik birliklar **bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik** mikrokonseptlari doirasida semantik va lingvomadaniy jihatdan guruhlandi. Bolalik mikrokonseptida tarbiya va shaxs shakllanishi yetakchi mazmun sifatida namoyon bo‘ladi: *Child is the father of the man* (“Bola - kelajakdagi insonning otasi”) insonning kelajakdagi xarakteri bolalik davridayoq shakllanishini anglatsa, *As the twig is bent, so grows the tree* (“Novda qanday egilsa, daraxt shunday o‘sadi”) bolalikdagi tarbiyaning keyingi hayotga ta’sirini ifodalaydi. *From tiny seeds grow mighty trees* (“Kichik urug‘lardan ulkan daraxtlar o‘sadi”) birligida esa bolalik **urug‘**, insonning keyingi kamoloti **daraxt** obrazi orqali konseptuallashtiriladi. O‘smirlik va yoshlikda *A young colt needs gentle reins* (“Yosh toychoqqa muloyim jilov kerak”) yosh avlodning to‘g‘ri yo‘naltirishga ehtiyojini, *Young fire burns hottest* (“Yosh olov eng qizg‘in yonadi”) jo‘shqinlik va kuchli hissiyotlarni, *Young branches reach for the sun* (“Yosh shoxlar quyoshga cho‘ziladi”) o‘sish va yuksak maqsadlarga intilishni, *Young rivers run wild* (“Yosh daryolar shiddat bilan oqadi”) esa energiya va beqarorlikni metaforik tarzda ifodalaydi. O‘rta yosh va qarilikka oid paremiologik birliklarda **yetuklik, barqarorlik, tajriba va donolik** bilan bog‘liq aksiologik belgilar ustunlik qiladi. *Life begins at forty* (“Hayot qirq yoshdan boshlanadi”) o‘rta yoshni yangi imkoniyatlar va faoliyat davri sifatida, *The sun is still high at noon* (“Quyosh peshinda hali ham baland”) esa hayotiy kuch va imkoniyatlarning yuqori pallasi sifatida tasvirlaydi. *Middle age is the afternoon of life* (“O‘rta yosh - hayotning tushdan keyingi pallasi”) birligida inson umri kunning vaqt bosqichlariga qiyoslanib, o‘rta yosh yetuklik va barqarorlik davri sifatida konseptuallashtiriladi. Qarilik mikrokonseptida esa ikki tomonlama aksiologik munosabat kuzatiladi: *Gray hairs bring wisdom* (“Oq sochlar donolik olib keladi”) qarilikni tajriba va donolik bilan, *The winter of life is the time for reflection* (“Hayot qishi - mushohada pallasi”) hayotni sarhisob qilish bilan, *The tree in autumn still bears fruit* (“Kuzdagi daraxt ham meva beradi”) esa keksalikda ham ijtimoiy va ma’naviy foydalilikning saqlanishi bilan bog‘laydi. Aksincha, *You can’t teach an old dog new tricks* (“Qari

[39] Bohn H.G. A Hand-Book of Proverbs, Comprising Ray’s Collection of English Proverbs, With His Additions from Foreign Languages, and a Complete Alphabetical Index. – London: George Bell and Sons, 1899. – 640 p.; Speake J. (ed.). The Oxford Dictionary of Proverbs. – 5th ed. – Oxford: Oxford University Press. – 625 p.; Attia M., Marino J., Bayern D., Saunders B. Live and Learn: Current English Proverbs, Explained. – 2019. – 177 p.; Smith W.G. (comp.). The Oxford Dictionary of English Proverbs / introd. and index by J.E.Heseltine. – Oxford: Clarendon Press, 1935. – 644 p.

itga yangi hiyla o‘rgatib bo‘lmaydi”) qarilikka nisbatan yangilikka moslashishning qiyinligi haqidagi stereotipik tasavvurni aks ettiradi.

Ushbu bobning uchinchi fasli “Yosh konseptining badiiy matnda voqelanishi” deb nomlanib, badiiy matnlarda hayotining turli bosqichlari leksik-semantik, kognitiv-assotsiativ, metaforik va pragmatik qatlamlarda ifodalanib, **bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik** mikrokonseptlarining o‘ziga xos belgilari ochiladi[40]. Bolalik *little Em’ly, baby, child, little child, orphan, infancy* kabi birliklar orqali bevosita verbalizatsiyalanib, *purity, tenderness, angel* kabi birliklar bilan beg‘uborlik, mehr, poklik va himoyaga muhtojlik assotsiatsiyalarini yuzaga chiqaradi. Masalan, *“...that blue-eyed mite of a child... made a very angel of her”* parchasida **child → purity → angel** modeli orqali bolalik ma’sumlik va ilohiy soflik bilan bog‘lanadi. O‘smirlik va yoshlik esa *young, youth, hardly in his teens, young and inexperienced, youthful bloom, child-wife, blooming world* kabi birliklar vositasida ifodalanib, hissiy o‘zgaruvchanlik, tajribasizlik, mustaqillikka intilish va rivojlanish belgilarini faollashtiradi. O‘rta yosh va qarilik tasvirlarida esa yosh konseptining yetuklik, tajriba, jismoniy o‘zgarish va hayotiy xotira bilan bog‘liq semantik qatlamlari kuchayadi. *“advanced towards maturer years”* birikmasi insonning yetuklik sari rivojlanishini, *“the dream of my youth, and the fallacious aspiration of my riper years”* jumlasi esa yoshlik orzulari bilan yetuklik davridagi hayotiy tajribani qarama-qarshi qo‘yadi. Qarilik *old, elderly, elderly ladies, elderly gentleman, grey beard, wrinkles, sight is weak, limbs are feeble* kabi birliklar orqali verbalizatsiyalanadi. Masalan, *“He is... grown very old... his sight is weak, and his limbs are feeble”* parchasida qarilik ko‘rishning zaiflashuvi va jismoniy kuchning kamayishi orqali biologik jihatdan tavsiflansa, *elderly gentleman* kabi birliklarda yosh ijtimoiy maqom bilan ham bog‘lanadi. Badiiy matn tahlili asosida yosh konseptining XIX-XX asr ingliz adabiyotidagi lingvomadaniy ifodalanish xususiyatlari aniqlandi. Olingan natijalar tahlil qilingan asar doirasida umumlashtirildi.

XULOSA

1. Ingliz tilida yosh konsepti biologik, psixologik, ijtimoiy va madaniy belgilarni birlashtiruvchi ko‘p qatlamli kognitiv tuzilma ekanligi aniqlanib, uning konseptual maydoni bolalik, o‘smirlik, yoshlik, o‘rta yosh va qarilik mikrokonseptlari asosida tizimlashtirildi hamda umuminsoniy va milliy-madaniy xususiyatlari ochib berildi.

2. Yosh konseptining morfemik-derivatsion verbalizatsiyasida -hood, -er, -ish, -ity, pre-, under- kabi vositalarning yoshga oid birliklar hosil qilishdagi funksional-semantik imkoniyatlari aniqlandi.

3. Yosh konseptining besh mikrokonsepti o‘zaro bog‘liq konseptual-semantik tizimni tashkil etishi asoslandi. Bolalik beg‘uborlik va qaramlik, o‘smirlik o‘tish va o‘zgarish, yoshlik faollik va imkoniyat, o‘rta yosh mustaqillik va mas’uliyat, qarilik esa tajriba va donolik kabi belgilar orqali tavsiflanishi aniqlandi.

[40] Dickens Ch. David Copperfield. – London: Penguin Books, 2004. – P. 25.

4. Yosh konseptining leksik-semantik maydoni yadro, yaqin va uzoq periferiya asosida tizimlashtirildi. Child, teenager, young, adult, old kabi bevosita yoshni ifodalovchi birliklar yadroga, in the flower of youth, long in the tooth kabi obrazli va baholovchi ifodalar periferiyaga mansubligi asoslandi.

5. Yoshga oid frazeologik birliklar konseptning obrazli, aksiologik va stereotipik mazmunini ifodalashi aniqlandi. Jumladan, long in the tooth qarilikni, in the prime of life esa hayotning eng faol va yetuk davrini obrazli ifodalashi belgilandi.

6. Sintagmatik tahlil yoshga oid birliklarning [fe'l + ot] va [sifat + ot] kabi struktur modellar orqali voqelanishini ko‘rsatdi. Come of age, reach adulthood, young child, elderly person birikmalarida yoshning harakat, holat, belgi va ijtimoiy maqom bilan bog‘liq qo‘shimcha semantik mazmuni ajratiladi.

7. Ingliz lingvomadaniyatida yosh konsepti somatik, tabiiy va ma'naviy madaniy kodlar orqali ifodalanishi aniqlandi. *Grey hair* – qarilik, *spring/bloom* – yoshlik va yangilanish, *age as wisdom* – tajriba va donolik kabi assotsiativ-ramziy bog‘lanishlar yoshning milliy-madaniy mazmunini namoyon etadi.

8. Ingliz maqol va matallarida yosh bosqichlari metaforik va aksiologik modellar orqali konseptuallashtirilishi aniqlandi. *You can't teach an old dog new tricks* maqolida qarilikka oid stereotip, *With age comes wisdom* ifodasida esa yosh va donolik o‘rtasidagi ijobiy baholovchi munosabat aks etadi.

9. Ingliz badiiy matnlari tahlili yosh bosqichlarining qahramonlar ruhiyati, ijtimoiy munosabatlari va hayotiy tajribasi orqali individuallashishini ko‘rsatdi. Badiiy matnda yosh konseptining emotsional, assotsiativ va pragmatik mazmuni kontekstual vositalar orqali tavsiflanadi.

10. Tadqiqot natijasida yosh konsepti ingliz lisoniy manzarasida biologik davrlashtirishdan tashqari lingvokognitiv va lingvomadaniy mazmunga ega makrokonsept sifatida tavsiflandi. Uning morfemik-derivatsion, leksik-semantik, frazeologik, sintagmatik, paremiologik va badiiy verbalizatorlari til, tafakkur va madaniyatning o‘zaro bog‘liqligini namoyon etishi asoslandi.

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ABDURAIMOVA MADINAKHON DILSHODJON QIZI

LINGUOCULTURAL STUDY OF THE CONCEPT OF AGE IN THE ENGLISH LANGUAGE

10.00.04 – Languages and Literature of the Peoples of Europe, America and Australia

Dissertation for the Degree of Doctor of Philosophy (PhD) in Philological Sciences
ABSTRACT

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INTRODUCTION
(abstract of the doctor of philosophy (PhD) dissertation)

Relevance and Necessity of the Dissertation Topic. At the current stage of development of global linguistics, the study of language systems based on anthropocentric principles of research has become a predominant approach. The emergence of anthropocentric linguistics as a modern linguistic paradigm at the beginning of the twenty-first century has intensified scholarly interest in cognitive linguistics, which investigates the perception and conceptualization of linguistic units within the relationship between language and thought, as well as in the study of the concept as one of its fundamental categories. In contemporary linguistic research, the concept of age is of particular importance in revealing the national and cultural characteristics of language within the conceptual system. Accordingly, investigating the mechanisms through which this concept is verbalized in language is of considerable practical significance for linguistics.

In world linguistics, numerous studies have been conducted to identify the cognitive and linguocultural characteristics of concepts in different languages, focusing on their verbalization patterns, semantic structures, and national-cultural content. In this regard, it is particularly relevant to identify and systematically investigate the cognitive-semantic structure of the concept of *age*, its verbalizers, core and peripheral layers, as well as its metaphorical representations, stereotypes, and cultural codes specific to a particular language and culture. A comprehensive analysis of these aspects contributes to enriching the theoretical foundations of cognitive and linguocultural linguistics by revealing the universal and national-cultural features of the concept of *age*, substantiating its conceptual structure, and clarifying its role in the relationship between language and thought.

In recent years, particular attention has also been devoted in Uzbekistan to improving the system of foreign language learning and teaching, advancing contemporary linguistic research, and expanding international scientific and cultural cooperation. National priorities have been established to promote foreign language education as a key area of educational policy, fundamentally improve the quality of education, and strengthen public interest in learning foreign languages. These developments further emphasize the necessity of investigating foreign languages not merely as instruments of communication but also as linguocultural phenomena reflecting national and cultural values, worldviews, and patterns of thought[1]. In this regard, it is of considerable scholarly importance to investigate the representation of the concept of age in English through the five microconcepts of childhood, adolescence, youth, middle age, and old age; to identify its universal and nationally specific cultural characteristics; to determine the core and peripheral layers of its conceptual field; and to examine the mechanisms of its metaphorical, stereotypical, axiological, and culturally coded representations.

[1] O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida”gi PQ-5117-son Qarori. Source: http://lex.uz/docs/5426736. (date of access 25.12.2025)

This dissertation research contributes, to a certain extent, to the implementation of the objectives set out in the Decree of the President of the Republic of Uzbekistan No. PF–5712 dated April 29, 2019, "On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030"; the Resolutions of the President of the Republic of Uzbekistan No. PQ–1875 dated December 10, 2012, "On Measures to Further Improve the System of Foreign Language Learning", and No. PQ–5117 dated May 19, 2021, "On Measures to Bring the Promotion of Foreign Language Learning in the Republic of Uzbekistan to a Qualitatively New Level"; the Resolutions of the Cabinet of Ministers of the Republic of Uzbekistan No. 312 dated May 19, 2021, "On Measures to Effectively Organize the Promotion of Foreign Language Learning", and No. 34 dated January 19, 2022, "On Additional Measures to Improve Foreign Language Learning", as well as other regulatory legal acts related to this field.

Alignment of the Research with the Priority Areas of Science and Technology Development in the Republic. This research was conducted in accordance with the priority area of science and technology development in the Republic of Uzbekistan entitled "Formation of a System of Innovative Ideas and Approaches to Their Implementation in the Social, Legal, Economic, Cultural, Spiritual, and Educational Development of an Information Society and a Democratic State."

Degree of Previous Research on the Problem. The theoretical foundations of the present research are based on the scholarly contributions of G.Lakoff, M.Johnson, C.Fillmore, A.Wierzbicka, I.Kalyuzhnaya, K.Vlasova, S.Yakovleva, N.Kryuchkova, and T.Maslova[2], who have conducted research in the field of cognitive linguistics, as well as the works of Uzbek linguists D.Khudoyberganova, Z.Akbarova, M.Baxromova, Z.Ma'rufova, F.Yusupjanova, D.Buzrukova, N.Komilova, S.Yusupova, and M.Yusupova[3]. To date, the concept, as a fundamental category of

[2] Lakoff G., Johnson M. Metaphors We Live By. – Chicago: University of Chicago Press, 1980; Fillmore C.J. Frame Semantics // Linguistics in the Morning Calm. – Seoul: Hanshin Publishing Co., 1982; Wierzbicka A. Semantics, Culture, and Cognition. – Oxford: Oxford University Press, 1992; Калюжная И. Возраст человека и способы его концептуализации в немецком и русском языках // Языкознание и литературоведение в синхронии и диахронии: межвузовский сборник научных статей. Вып. 1. – Тамбов: ТГУ, 2006; Власова К.А. Словообразовательные гнезда «молодой – старый» в русском языке: опыт разноаспектного сопоставительного анализа: автореф. дис. ... канд. филол. наук. – Нижний Новгород, 2002; Яковлева Е.С. «Время» и «пора» в оппозиции линейного и циклического времени // Логический анализ языка. Культурные концепты. – М.: Наука, 1996; Крючкова Н.В. Концепты возраста (на материале русского и французского языков): автореф. дис. ... канд. филол. наук. – Саратов, 2003.

[3] Худойберганова Д.С. Ўзбек тилидаги бадиий матнларнинг антропоцентрик талқини: Филол. фан. д-ри (DSc) ... дисс. автореф. – Тошкент, 2015; Акбарова З.А. Олам лисоний манзарасининг шаклланишида когнитив ўзига хослик: Филол. фан. д-ри (DSc) ... дисс. – Фарғона, 2021; Bahramova M.M. "Ayol" konseptosferasining verbalizatorlari va kognitiv tahlili: Filol. fan. bo'yicha falsafa doktori (PhD) ... diss. – Farg'ona, 2022; Маъруфова З. Мумтоз бадиий матнларда «гўзаллик» концептининг вербаллашуви: Филол. фан. бўйича фалсафа доктори (PhD) ... дисс. – Фарғона, 2022; Юсупжанова Ф. Основы и лингвокультурологические особенности вербализаторов концепта «голова» в разносистемных языках (на материале современных английского и русского языков): автореф. дис. ... канд. филол. наук. – Ташкент, 2023; Buzrukova D.M. Olamning hissiy-lisoniy manzarasida "Muhabbat" konseptining lingvokulturologik va gender tahlili: Filol. fan. bo'yicha falsafa doktori (PhD) ... diss. – Farg'ona, 2023; Komilova N.A. Gender konseptual semantikasi verbalizatorlari va ularning lingvokulturologik xususiyatlari qiyosiy tadqiqi (hozirgi zamon ingliz va o'zbek tillari materialida): Filol. fan. bo'yicha falsafa doktori (PhD) ... diss. avtoref. – Farg'ona, 2026; Yusupova S.A. O'zbek, ingliz va yapon tillarida "hurmat" konseptining semantik, stilistik, lingvopragmatik tadqiqi: Filol. fan. doktori (DSc) ...

cognitive linguistics, has been extensively investigated in international linguistic scholarship, contributing to the identification and systematization of the principal layers of linguistic conceptualization.

In the conceptual system of language, the concept of age is regarded as one of the fundamental concepts reflecting the biological, social, and cultural stages of human life. In foreign linguistics and related fields of research, scholars such as F. Ariès, L.Kostina, S.Romaine, D.Katskova, N.Kuznetsova, V.Bashkeeva, T.Ashkharava, K.Vlasova, N.Kryuchkova, Y.Litvinenko, O.Avdeeva, Y.Konovalova, and N.Jalgasov[4] have investigated the lexical-semantic, cognitive, phraseological, sociolinguistic, and linguocultural characteristics of the concept of age from various theoretical perspectives. In Uzbek linguistics, G.Ataxanova[5] examined the cognitive-pragmatic and linguocultural characteristics of nominative units denoting human age in the English language, while R.Axrorova[6] investigated the linguistic features of age-related lexical and phraseological units in French and Uzbek, as well as the discursive characteristics of speech across different age groups. Nevertheless, a comprehensive linguocultural investigation of the cognitive, associative-verbal, and morphemic-derivational characteristics of the verbalizers representing the concept of age within the microconcepts of childhood, adolescence, youth, middle age, and old age in English, the core and peripheral layers of its conceptual field, and the interrelationships between the axiological and national-cultural factors reflected in these layers remains a relevant and significant area of linguistic research.

Relation of the Dissertation Topic to the Research Plans of the higher educational institution where the dissertation was conducted. The dissertation

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diss. avtoref. – Farg‘ona, 2026; Yusupova M.I. “Vatanparvarlik” konseptining lingvokulturologik tadqiqi (o‘zbek, ingliz va rus tillari misolida): Filol. fan. bo‘yicha falsafa doktori (PhD) ... diss. – Farg‘ona, 2026.

[4] Ариес Ф. Возрасты жизни // Философия и методология истории. – М.: Прогресс, 1977; Костина Л.Т. Исследование группы прилагательных возраста в современном английском языке: автореф. дис. ... канд. филол. наук. – М., 1978; Romaine S. The Language of Children and Adolescents: The Acquisition of Communicative Competence. – Oxford: Basil Blackwell, 1984; Кацкова Д. Имена возраста в русском и словацком языках: автореф. дис. ... канд. филол. наук. – М., 1987; Кузнецова Н.Н. Имена прилагательные, определяющие возраст и внешность человека в русских народных сказках: автореф. дис. ... канд. филол. наук. – М., 1997; Башкеева В.В. Возрастные парадигмы в русском художественном мышлении первой трети XIX века // Логический анализ языка. Образ человека в культуре и языке. – М.: Наука, 1999; Ашхарава А.Т. Концепт «дитя» в русской языковой картине мира: автореф. дис. ... канд. филол. наук. – Архангельск, 2002; Власова К.А. Словообразовательные гнезда «МОЛОДОЙ – СТАРЫЙ» в русском языке: автореф. дис. ... канд. филол. наук. – Нижний Новгород, 2002; Крючкова Н.В. Концепты возраста (на материале русского и французского языков): автореф. дис. ... канд. филол. наук. – Саратов, 2003; Литвиненко Ю.Ю. Концепт «возраст» в семантическом пространстве образа человека в русской языковой картине мира: дис. ... канд. филол. наук. – Омск, 2006; Авдеева О.А. Средства выражения концепта «возраст» в английском языке: дис. ... канд. филол. наук. – СПб., 2007; Коновалова Ю.С. Фразеологизмы, паремии и афоризмы как средство объективации возрастных концептов в англо-американской языковой картине мира: дис. ... канд. филол. наук. – Воронеж, 2011; Eckert P. Age as a Sociolinguistic Variable // The Handbook of Sociolinguistics / ed. by F. Coulmas. – Chichester: Wiley Blackwell, 2017. – P. 151–167; Жалгасов Н.М. Антропоцентрические провербиальные образования с оценкой внешности и возраста человека // Science and Society. – 2023. - P. 197–202;

[5] Атаханова Г.Ш. Номинации «возраст человека» в когнитивно-прагматическом и лингвокультурологическом аспектах (на материале английского языка): автореф. дис. ... канд. филол. наук. – Ташкент, 2006

[6] Axrorova R. Fransuz va o‘zbek tillarida “yosh”ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari: monografiya. – Farg‘ona, 2021; Axrorova R.U. Turli nutq diskurslarining “yosh”ga oid tavsifi: filol. fan. d-ri (DSc) ... diss. – Andijon, 2026.

was carried out within the framework of the research project entitled “Current Issues in Modern Linguistics”, in accordance with the research plan of Fergana State University.

Aim of the Research. The aim of the research is to identify the specific features of the verbalization of the concept of age at the morphemic, lexical, syntactic, and phraseological levels of language, to model its semantic field, and to reveal its cognitive and nationally specific cultural characteristics.

Objectives of the Research.

to determine the linguocognitive and linguocultural nature of the concept of age and to describe its universal and nationally specific characteristics inherent in English culture;

to identify the conceptual structure of the concept of “age”, comprising the five microconcepts of childhood, adolescence, youth, middle age and old age, and to systematize their principal verbalizers according to the core and peripheral layers;

to determine the morphemic-derivational and component-semantic characteristics of linguistic units expressing the concept of age in English and to classify age-related lexical and phraseological verbalizers into semantic groups;

to identify the syntactic and syntagmatic means of verbalizing the concept of age and to describe the structural-semantic models of age-related word combinations and predicative constructions;

to investigate the metaphorical representations, cultural codes, axiological and stereotypical characteristics of the concept of age in English culture and to reveal the nationally specific cultural criteria of evaluation reflected in age-related paremiological units;

to analyze the contextual, figurative, and pragmatic features of the representation of the concept of age in English literary discourse and to substantiate the linguocultural meanings of age-related microconcepts in literary texts.

Object of the Research. The object of the research comprises linguocultural units that verbalize the concept of age in the English language.

Subject of the Research. The subject of the research is the analysis of the verbalizers of the concept of age and their cognitive and linguocultural characteristics.

Research Methods. The dissertation employs conceptual-cognitive, descriptive, etymological, functional-semantic, associative-semantic, and discursive analysis.

Scientific Novelty of the Research:

A linguocognitive model of the concept of age in English has been developed on the basis of its universal and nationally specific cultural characteristics, encompassing the microconcepts of childhood, adolescence, youth, middle age, and old age. It has been substantiated that the core of the conceptual field consists of basic verbalizers directly denoting age stages (*child, teenager, young, adult, old*), whereas its peripheral layers comprise evaluative, figurative, and associative units (*tiny, puberty, blossoming, prime, winter*).

The morphemic-derivational (*-hood, -er, -ish, -ity, pre-, under-*), lexical-semantic (*childhood, adolescence, youth, adulthood, senility*), and syntactic-

syntagmatic (*a young child, in one's teens, at an early age, to grow old*) means of verbalizing the concept of age have been systematized. The structural-semantic characteristics of these units in expressing age stages, age-related social status, degrees of maturity, and age-associated conditions have been identified.

Metaphorical models of the concept of age in English culture, including *spring*–youth (*spring of life*), *summer*–middle age (*autumn of life*), and *winter*–old age (*winter of life*), have been identified. The axiological and stereotypical associations of youth with opportunity, activity, and freedom, and of old age with experience, wisdom, and physical weakness have been revealed. The manifestation of these values through positive and negative evaluations in age-related proverbs (*With age comes wisdom; You can't teach an old dog new tricks*) has been substantiated from a linguocultural perspective.

The contextual features of the representation of the concept of age in English literary discourse, reflecting the transition from childhood to maturity, the psychological and social development of the individual, and age-related life experience, have been identified. The verbalization of age-related microconcepts through figurative descriptions, characters' speech, age-related characterizations, and evaluative units, as well as their linguocognitive and linguocultural functions, has been substantiated.

Practical Results of the Research:

The conceptual structure of the concept of age in English, comprising childhood, adolescence, youth, middle age, and old age, has been identified. Its principal verbalizers have been classified into core and peripheral layers, and criteria for describing the universal and nationally specific cultural characteristics of the concept have been systematized.

The morphemic-derivational means (*-hood, -er, -ish, -ity, pre-*, *under-*) and component-semantic characteristics of lexical units representing the concept of age have been analyzed. Verbalizers expressing age stages, degrees of maturity, age-related conditions, and social status have been classified into semantic groups.

The structural-semantic characteristics of age-related word combinations, predicative constructions, and fixed expressions in English have been identified, and their syntactic-syntagmatic models used to designate, describe, and evaluate age stages have been characterized.

The metaphorical representations, cultural codes, and stereotypical perceptions associated with the concept of age in English culture have been identified. Positive and negative axiological characteristics of age stages and their nationally specific cultural meanings have been systematized.

The semantic and axiological characteristics of age-related proverbs and phraseological units in English have been analyzed. Paremiological models reflecting evaluative attitudes towards childhood, youth, middle age, and old age, as well as life experience, wisdom, activity, and age-related limitations, have been described.

The contextual and figurative characteristics of age-related verbalizers in English literary discourse have been identified. Their linguocultural functions in

representing characters' age stages, psychological experiences, social status, and life experience have been explained.

Reliability of the Research Results. The reliability of the research results is ensured by the systematic analysis of the lexical-semantic characteristics of linguistic units representing the concept of age in English, dictionary materials, and their contextual usage in literary texts. Associative relationships characteristic of age-related microconcepts have been identified on the basis of lexical meanings, contextual expressions, figurative representations, and evaluative units. Their linguocognitive and linguocultural characteristics have subsequently been scientifically generalized.

Scientific and Practical Significance of the Research Results. The scientific significance of the research results lies in the identification of the linguocognitive and linguocultural characteristics of the concept of age in English, the interrelationships among its five microconcepts, its core and peripheral layers, its verbalization through linguistic units, and its metaphorical, stereotypical, cultural-code-related, and axiological features. Furthermore, the developed conceptual model provides a theoretical and methodological foundation for research within the anthropocentric paradigm of linguistics.

The practical significance of the research results lies in the possibility of using the dissertation materials in developing a new generation of textbooks and teaching manuals for undergraduate and master's degree programmes in Linguoculturology, Cognitive Linguistics, and Sociolinguistics, as well as in academic lectures, specialized courses, and seminars.

Implementation of the Research Results. Based on the investigation of the concept of age in English, the following research results have been implemented:

The scientific findings concerning the development of an integrated model of the concept of "age", in which the conceptual core is represented by basic lexical units denoting the principal stages of human life (*child, teenager, young, adult, old*), while its peripheral layers are manifested through poetic metaphors (*in the flower of youth*), phraseological units (*to be long in the tooth*), and cognitive associations (*wisdom and grey hair*), were utilized in the implementation of the applied research project No. PF-201912258 at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi, entitled "Creation of a Multilingual Electronic Platform of Uzbek Literature (in Uzbek, Russian, and English)", conducted during 2021–2023 (Certificate No. 04/1-1550 issued by Tashkent State University of Uzbek Language and Literature named after Alisher Navoi on March 25, 2026). The implementation of these results contributed to the development of the linguocognitive modules of the multilingual electronic platform and the formation of nationally specific cultural interpretations of concepts denoting the stages of human life.

The linguocultural findings concerning cultural codes characteristic of English culture, such as *youth as freedom, youth as opportunity*, and *age as wisdom*, the representation of youth through poetic metaphors associated with spring, purity, and courage, and the association of old age with distinctive cultural values such as experience, wisdom, and stability were utilized in the implementation of the project

entitled “British and American Studies”, conducted in cooperation with Pavol Jozef Šafárik University within the framework of the European Union-funded Erasmus+ International Mobility (KA171) programme during 2025–2026 (Certificate No. 06/2151 issued by Bukhara State University on March 26, 2026). The implementation of these findings contributed to the systematic analysis, within the project's educational programmes, of not only the lexical meanings of English linguistic units but also their underlying cultural codes and the positive sociocultural stereotypes associated with youth and old age.

The scientific and analytical findings concerning the reinterpretation of the concept of age in accordance with contemporary cognitive linguistic approaches and its structural organization into successive cognitive stages, including childhood, adolescence, youth, middle age, and old age, were utilized in preparing scripts for the television programmes *Ona tilim*, *Xayrli kun*, and *Tafsilot*, produced by the state institution “Fergana Regional Television and Radio Channel” (Certificate issued by the state institution “Fergana Regional Television and Radio Channel” on March 24, 2026). The implementation of these results contributed to improving the substantive quality of the programmes and highlighting the sociocultural significance of language in educating the younger generation in the spirit of national values.

Approbation of the Research Results. The research results were presented and discussed at five international and three national scientific and practical conferences.

Publication of the Research Results. A total of 17 scientific works have been published on the dissertation topic, including nine articles in scientific publications recommended by the Higher Attestation Commission of the Republic of Uzbekistan for publishing the principal scientific results of doctoral dissertations, five of which were published in foreign journals.

Structure and Scope of the Dissertation. The dissertation consists of an introduction, three main chapters, a conclusion, a list of used literature, and appendices. The total volume of the work is 153 pages.

MAIN CONTENT OF THE DISSERTATION

The introduction to the dissertation substantiates the relevance and necessity of the research topic, defines its aim and objectives, describes its object and subject, and demonstrates its alignment with the priority areas of science and technology development in the Republic of Uzbekistan. It also outlines the scientific novelty and practical significance of the research and provides information on the implementation of the research results, published works, and the structure of the dissertation.

The first chapter of the dissertation, entitled “Theoretical and Methodological Foundations for the Analysis of the Concept of Age,” consists of three sections. The first section, “The Notion of Concept and Its Linguocognitive Analysis,” presents the theoretical foundations of the linguocognitive nature of the concept, its formation in human consciousness, its role in cognitive linguistics, and the characteristics of age as a mental model.

In contemporary anthropocentric linguistics, a concept is regarded as a complex mental structure that organizes human knowledge, experience, and representations of reality in consciousness. The investigation of a concept is not limited to describing the lexical meaning of a particular word but also involves identifying the knowledge, cognitive processes, evaluations, and cultural experience underlying it. S.Askoldov laid the early theoretical foundations of concept theory, defining a concept as a unit of meaning existing in human consciousness and expressed through linguistic means in the process of communication[7]. This approach provided a theoretical basis for understanding the mediating role of concepts between thought and language. Subsequently, theories of the concept developed within cognitive linguistics and linguoculturology, with increasing attention devoted to the comprehensive investigation of its mental, semantic, and cultural dimensions. From this perspective, understanding a concept as a multilayered structure reflecting the interrelationship between language, thought, and culture constitutes an important methodological foundation for investigating the concept of "age". In the present research, Askoldov's views are regarded as one of the early theoretical sources of concept theory.

The scholarly views of E.Kubryakova are particularly significant in explaining the cognitive nature of the concept, as she interprets it in relation to the human knowledge system, cognitive processes, and mental representations.[8] This approach requires language to be investigated not merely as a means of communication but also as a mechanism through which individuals perceive, categorize, and conceptualize reality. N.Arutyunova examines the formation of conceptual meaning within the relationship between language, human beings, and reality, substantiating the close connection between linguistic units and human perception of the world.[9] Y.Stepanov, alongside the cognitive characteristics of concepts, places particular emphasis on their cultural content, interpreting a concept as a unit of culture and thought manifested through language.[10] These theoretical perspectives demonstrate that a concept cannot be equated with a single directly observable linguistic unit; rather, its content is objectified through various means of verbal expression. Accordingly, it is appropriate to investigate the concept of age in English not solely within the scope of the lexeme age, but as an integrated system of linguistic units that verbalize it both directly and indirectly. This theoretical position provides the foundation for the comprehensive analysis of the morphemic-derivational, lexical-semantic, phraseological, and syntagmatic manifestations of the concept of age undertaken in the present research.

[7] Аскольдов С.А. Концепт и слово // Русская словесность: От теории словесности к структуре текста: Антология / под общ. ред. В.П. Нерознака. – М.: Academia, 1997. – С. 267–279.

[8] Кубрякова Е.С. Начала становления когнитивной науки о языке // Вопросы языкознания. – 1994. – № 4. – С. 34–47.

[9] Арутюнова Н.Д. Язык и мир человека. – М.: Языки русской культуры, 1999. – С. 3–15.

[10] Степанов Ю.С. Константы: Словарь русской культуры. Опыт исследования. – М.: Школа «Языки русской культуры», 1997. – С. 40–43.

The theoretical perspectives of S.Vorkachev and V.Maslova[11] are important in identifying the linguocultural nature of concepts, as they emphasize their emotional, evaluative, axiological, and nationally specific cultural components. This approach makes it possible to investigate age not merely as a biological or chronological indicator but as a linguocultural phenomenon reflecting society's attitudes towards particular stages of human life. The research conducted by R. Axrorova is also directly relevant to the investigation of the linguistic characteristics of the semantic field of "age". In particular, she has examined the linguistic features of age-related lexical and phraseological units in French and Uzbek[12]. Her subsequent research further extends the investigation of age-related characteristics across different types of discourse, with particular attention to the discursive manifestation of the age factor. These studies demonstrate that the linguistic representation of age is not confined to lexical and phraseological units but also manifests itself in various communicative and discursive contexts. Nevertheless, there remains a need for an integrated systematization of the cognitive characteristics of linguistic units verbalizing the concept of age in English, the core and peripheral layers of its conceptual field, and the manifestation of linguocultural factors within these layers.

In the present research, the concept of age is interpreted as a multilayered linguocognitive and linguocultural structure comprising the microconcepts of childhood, adolescence, youth, middle age, and old age. It encompasses universal and nationally specific cultural meanings manifested through its core and peripheral layers, as well as through semantic, derivational, syntagmatic, axiological, associative, stereotypical, and metaphorical characteristics.

The second section of this chapter, entitled "Universal and National Characteristics of the Concept of Age," examines the semantic dimensions of this concept on the basis of English-language materials. It analyzes age not merely as a chronological indicator but also as a cultural and social category reflected in the worldview of the English people. The culturally specific perception of the stages of human life, age-related social roles, and the relationship between this concept and universal human values are substantiated through relevant examples.

The concept of age is one of the universal concepts reflecting the biological, psychological, and social patterns of human development, integrating both universal and nationally specific cultural characteristics. O. Kurisheva characterizes age as one of the fundamental psychological, social, and cultural categories present throughout human life[13]. Research by T. Tyler, R. Kramer, and O. John[14] demonstrates that the classification of individuals into age groups constitutes a form of social categorization found across different cultures and plays an important role

[11] Воркачев С.Г. Ценностный концепт: от понятия к слову. – М.: ИФРАН РАН, 2002. – С. 14–18; Маслова В.А. Лингвокультурология. – М.: Академия, 2001. – С. 47–52.

[12] Axrorova R. Fransuz va o‘zbek tillarida "yosh"ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari. Monografiya. – Farg‘ona, 2021.

[13] Куришева О.В. Возрастные аспекты социальной категоризации // Психология и психофизиология. – 2025. – № 1. – С. 45–52.

[14] Tyler T.R., Kramer R.M., John O.P. (eds.). The Psychology of the Social Self. – Mahwah, NJ: Lawrence Erlbaum Associates, 1999. – P. 3–20.

in determining an individual's position, status, and social relationships within society.[15] From this perspective, the division of human life into childhood, adolescence, youth, middle age, and old age forms the universal foundation of the concept of "age". Although these stages are associated with physical development, psychological changes, the accumulation of experience, socialization, and transformations in social roles, their chronological boundaries are not identical across all societies. Consequently, the universality of the concept of age is manifested in shared patterns of biological and psychophysiological development, whereas its nationally specific characteristics are reflected in the evaluations, connotations, stereotypes, associations, and social norms attributed to these stages within a particular culture.

The universal nature of the five microconcepts constituting the internal structure of the macroconcept of age is manifested not in fixed chronological boundaries but in their representation of biological, psychological, and social changes throughout human life. The World Health Organization identifies adolescence as a distinct developmental stage marking the transition from childhood to adulthood, characterized by rapid physical, cognitive, and psychosocial changes.[16] For statistical purposes, the United Nations defines youth as persons aged 15–24, while emphasizing that this age range does not constitute a universally applicable definition across all societies.[17] For example, an individual aged 15–17 may be legally classified as a child, developmentally as an adolescent, chronologically as a teenager, and statistically as a member of the youth population. In this context, teenager is primarily associated with English numerals ending in -teen, adolescent denotes a stage of biological and psychological development, whereas youth encompasses not only chronological age but also social status and group membership. This overlap demonstrates that chronological age and conceptual age are not identical phenomena and that age-related nominations should be analyzed not solely according to numerical boundaries but also in terms of their semantic composition and contextual usage.

In English linguoculture, the concept of age is characterized by distinctive semantic, axiological, and figurative features. Childhood is associated with growth, dependence, innocence, and inexperience, whereas adolescence reflects transition, physical and psychological changes, and the pursuit of independence. Youth is associated with activity, opportunity, novelty, and vitality. Middle age is conceptually linked to maturity, independence, responsibility, stable social status, and experience, while old age is evaluated, on the one hand, in terms of life experience and wisdom and, on the other, in relation to declining physical abilities

[15] Tyler T.R., Kramer R.M., John O.P. (eds.). The Psychology of the Social Self. – Mahwah, NJ: Lawrence Erlbaum Associates, 1999. – P. 3–20.

[16] World Health Organization. Adolescent Health and Development. – Geneva: WHO. – https://www.who.int/teams/maternal-newborn-child-adolescent-health-and-ageing/adolescent-health-and-development. –(date of access 21.08.2026).

[17] United Nations. Youth: Who Are the Youth?. – New York: United Nations. – https://www.un.org/en/global-issues/youth. (date of access: 21.08.2026).

and the final stage of the human life cycle. [18] Although some of these characteristics are universal, their nationally specific manifestations in English linguoculture are reflected in age-related lexical units, phraseological expressions, metaphors, and evaluative nominations [19]. In particular, in the prime of life conveys a positive evaluation of maturity, over the hill conceptualizes old age in terms of declining abilities, and no spring chicken represents advanced age in a humorous or ironic manner[20]. UNICEF materials also emphasize the importance of health, nutrition, safety, protection, education, and adult care for a child's full development, supporting the semantic relationship between development, dependence, and protection within the microconcept of childhood[21]. In her comparative investigation of the concept of child across different linguocultures, G. Yakubova demonstrates that the Japanese kodomo, Arabic ṭifl, Spanish niño/niña, and Chinese háizi are associated with various cultural meanings, including joy, purity, potential, family relationships, upbringing, and education[22]. Similarly, the English lexical unit child does not merely designate a person belonging to a particular age group but may also convey additional meanings such as innocence, curiosity, and potential, depending on the context. R. Axrorova's research on age-related lexical and phraseological units further demonstrates the representation of age-related semantics through various linguistic means and the manifestation of nationally specific cultural characteristics within them [23]. Thus, while the biological and developmental foundations of age stages are universal, their linguistic conceptualization, evaluation, and acquisition of additional meanings reveal their linguocultural specificity.

The World Health Organization also emphasizes the considerable diversity of physical and mental capacities among older adults and notes that chronological age alone does not fully determine an individual's functional condition[24]. Accordingly, the universal and nationally specific cultural characteristics of the concept of age can be identified through the semantic and connotative content, axiological evaluation, and contextual usage of age-related verbalizers, thereby providing a theoretical foundation for a systematic analysis of its representation in English linguoculture.

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[18] Tejada-Caller P. On “Shaplings” and “Childings”: A Linguistic Approach to the Emergence of New Cultural Borders between the Unborn and the New-Born Child in EME (1500–1700) // Journal of English Studies. – 2020. – Vol. 18. – P. 227–251; Djabarov Sh. A Diachronic Study of the Concept of Youth in the English Linguacultural Context // Mental Enlightenment Scientific-Methodological Journal. – 2024. – Vol. 5. – No. 9. – P. 53–61; Seyidova S. The Concept of “Age” and Its Idiomatic Representation in the Azerbaijani, English and Russian Languages // Bulletin of L.N. Gumilyov Eurasian National University. Philology Series. – 2019. – No. 1 (126). – P. 157–164; Khamrakulova S.F. Phraseological Representations of Youth and Old Age: A Cross-Linguistic Analysis // Development and Innovations in Science. – 2025. – Vol. 4. – No. 9. – P. 44–48.

[19] Seyidova S. The Concept of “Age” and Its Idiomatic Representation in the Azerbaijani, English and Russian Languages // Bulletin of L.N. Gumilyov Eurasian National University. Philology Series. – 2019. – No. 1 (126). – P. 157–164.

[20] Khamrakulova S.F. Phraseological Representations of Youth and Old Age: A Cross-Linguistic Analysis // Development and Innovations in Science. – 2025. – Vol. 4. – No. 9. – P. 44–48.

[21] UNICEF. Early Childhood Development. – New York: United Nations Children's Fund. – https://www.unicef.org/early-childhood-development. (date of access: 21.08.2026).

[22] Yakubova G. Linguistic features of the concept “Child” in the English language // Экономика и социум в современном мире. Взгляды, новые возможности. – Moscow, 2025. – С. 119–121.

[23] Axrorova R. Fransuz va o‘zbek tillarida “yosh”ga oid semantikali leksik va frazeologik birliklarning lisoniy xususiyatlari. Monografiya. – Farg‘ona, 2021. – 119 b.

[24] World Health Organization. World Report on Ageing and Health [Elektron manba]. – Geneva: World Health Organization, 2015. – https://www.who.int/publications/i/item/9789241565042. – (date of access: 21.08.2026).

The third section of the dissertation, entitled “The Linguocognitive Field of the Concept of Age and Its Principal Verbalizers” presents a systematic analysis of the cognitive structures constituting the concept of age and their linguistic representations in English. The research identifies the semantic scope of lexical units denoting age stages, their positions within the cognitive field, and the associative relationships between these units.

Studies conducted by scholars investigating social relations, including V. Voigt, F. Ariès, V. Karasik, O. Leontovich, and N. Shakhmatova, [25] indicate that although the classification of age groups is based on biological development and the functional characteristics of the human organism, their boundaries are closely connected with the sociocultural structure of society and the linguistic worldview. The investigation of the linguocognitive field of the concept of age requires an interdisciplinary approach, since it encompasses social, psychological, and cultural factors alongside biological processes. In this regard, sociology examines age-related social roles and statuses, psychology investigates stages of cognitive and psychological development, and anthropology explores the nationally specific cultural characteristics of age, thereby contributing to a comprehensive analysis of the linguocognitive and linguocultural nature of the concept. Psychological literature distinguishes four types of age: chronological, social, biological, and psychological, all of which are reflected in the language system. Biological age is characterized by A. Tolstykh in terms of “periods of life” and refers to the stages of human physiological development[26]. In language, it is represented through lexical units denoting life stages, such as childhood and middle age, as well as words directly designating individuals, including baby, child, adult, and grown-up.

Psychological age, in turn, refers to an individual's subjective perception of time and their understanding of their own age as a psychological experience.

The second chapter, entitled “Linguistic Means of Expressing the Concept of Age in English,” consists of three sections. The first section, “2.1. Linguistic Representation of the Concept of Age through Morphological Means,” examines the morphemic structure of age-related lexical units in English, their role in representing the stages of human life (childhood, adolescence, youth, middle age, and old age), and the semantic characteristics of affixes.

The research materials were compiled using the Oxford English Dictionary[27], Merriam-Webster Dictionary [28], Cambridge Dictionary [29], and Collins English Dictionary[30]. Lexical units verbalizing the concept of age were selected from these

[25] Foyt V.G. Socialization and the Life Course // Annual Review of Sociology. – 1988. – Vol. 14. – P. 305–307; Ariès Ph. Centuries of Childhood: A Social History of Family Life. – New York: Knopf, 1962. – P. 15–18; Карасик В.И. Языковой круг: личность, концепты, дискурс. – М.: Гнозис, 2004. – С. 88–90; Леонтович О.А. Русские и американцы: парадоксы межкультурного общения. – М.: Гнозис, 2005. – С. 20–23; Шахматова Н.В. Трансформация жизненного пути поколений в современной России. – Саратов: Изд-во Сарат. ун-та, 2003. – С. 34–37.

[26] Толстых А.В. Возраст жизни. – Москва: Молодая гвардия, 1988. – С. 18–21.

[27] https://www.oed.com/ (date of access 25.12.2025).

[28] Merriam-Webster’s Collegiate Dictionary. – 11th ed. – Springfield, MA: Merriam-Webster, Inc., 2003. – 1623 p.

[29] Cambridge Advanced Learner’s Dictionary. 4th ed. / C. McIntosh. – Cambridge: Cambridge University Press, 2013. – 1844 p.

[30] Collins English Dictionary. – 13th ed. – Glasgow: HarperCollins Publishers, 2018. – 2336 p.

dictionaries, their morphemic structures were analyzed, and the affixes involved in their formation were identified. As a result, 24 affixes actively occurring in the analyzed age-related derivatives were identified, and their derivational and semantic characteristics were systematized.

Within the framework of the research, 24 affixes involved in the linguistic verbalization of the concept of age were analyzed, and 73 lexical units formed through these morphological means were scientifically substantiated. According to their structural characteristics, the 24 morphemic units were classified into two groups: two prefixes, pre- and under-, which precede the word stem, and 22 derivational suffixes, namely -y, -hood, -age, -ing, -ence, -ity, -ation, -ion, -ness, -ling, -er, -arian, -kin, -ine, -ly, -less, -ish, -able, -ile, -al, -teen, and -ic.

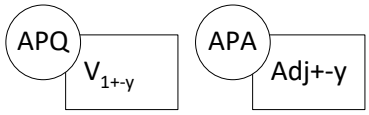
The analysis of lexical units denoting different stages of the concept of age demonstrates that they predominantly belong to the grammatical categories of nouns and adjectives. Nouns are used to designate life stages or individuals, as illustrated by childhood and toddler, whereas adjectives describe age-related characteristics or conditions, as in young. Focusing on these parts of speech provides a linguistic basis for the research, since they serve as principal means of revealing the semantic and morphological structure of the concept of "age".

Morphemes involved in the formation of nominal verbalizers of the concept of age occur relatively frequently. In English, affixes associated with the designation of age periods include -y, -hood, -age, -ence, -ing, -ity, -ation, -ion, and -ness. Each of these affixes is examined below.

The suffix -y is attached to bases belonging to different parts of speech in English and may contribute to the formation of lexical units denoting age-related periods.

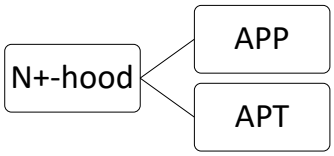
For example, infancy (the period of infancy) [noun + -y = age-person period] is used to denote the early stage of human life, particularly the period from approximately two months to one year of age. Another example of an age-related lexical unit associated with the suffix -y is puberty, denoting the period of sexual maturation.

Other examples include hoary [Adj. + -y = age-person adjective], referring to a person who is grey-haired or advanced in age; tottery [V1 + -y = age-person quality], describing an elderly person who walks unsteadily as a result of age-related physical weakness; and granny [Noun + -y = age-person noun], denoting a grandmother or an elderly woman.



The suffix -hood, when attached to a lexical base, may denote a particular stage of human life, especially childhood.

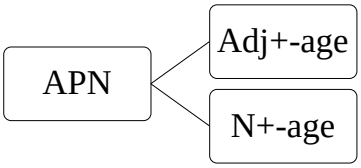
Several age-related periods can be expressed through lexical units containing the suffix -hood. For instance, babyhood [Noun + -y = age-person period] denotes the earliest stage of childhood, which may be considered to extend from birth to approximately four years of age; toddlerhood refers to the period between one and three years of age; childhood denotes the period of being a child; adulthood refers to the stage of being an adult; manhood denotes the state or period of being a mature man; and womanhood refers to the state or period of being a mature woman.



Furthermore, this suffix is also used to express age-related developmental stages in animals. For example, puppyhood [Noun + -y = age-thing period] denotes the early stage of a dog's life, while kittenhood refers to the corresponding stage in cats. The suffix may also occur in lexical units referring to the early developmental stages of wild animals, as illustrated by cubhood, denoting the period when animals such as bears, lions, and tigers are cubs. The contextual use of this suffix can be illustrated by the following example: “I have always been interested in the little incidents of my own childhood.”[31].

At the beginning of Charles Dickens's novel David Copperfield, the protagonist recalls his childhood, presenting it as an early and formative stage of human life. In this context, the concept of childhood is verbalized through individual experiences, emotions, and everyday events associated with the protagonist's early years.

The suffix -age, when attached to a lexical base, may contribute to the formation of nouns denoting age-related periods, states, or conditions.



For example, nonage [Adjective + -age = age-person noun] denotes the state of being under the legally prescribed age of majority. In English dictionaries, this term is associated with the period during which an individual has not yet attained the legal capacity to enter into certain agreements or perform particular legal acts independently.[32]

Dotage refers to an advanced stage of old age traditionally associated with declining mental faculties and a tendency towards irrational or poorly controlled behaviour.

Pupilage [Noun + -age = age-person noun] denotes the period of being a pupil or apprentice. It may also refer to a stage of training under the supervision of a teacher or mentor, during which an individual has not yet attained full independence.

Teenage refers to the period of adolescence, generally encompassing the ages of 13 to 19.

Anecdotage denotes advanced old age, particularly a stage associated with the frequent recollection and narration of personal memories and anecdotes.

In English, affixes involved in the formation of lexical units denoting persons or their age-related characteristics include -ling, -er, -kin, -et, -ine, -ly, -ness, -less, -ish, -able, -al, -ic, and -arian. Each of these affixes is examined separately below.

The suffix -ling is attached to lexical bases to form nouns denoting individuals associated with a particular stage of life or developmental condition. The following abbreviations are used in the morphological analysis:

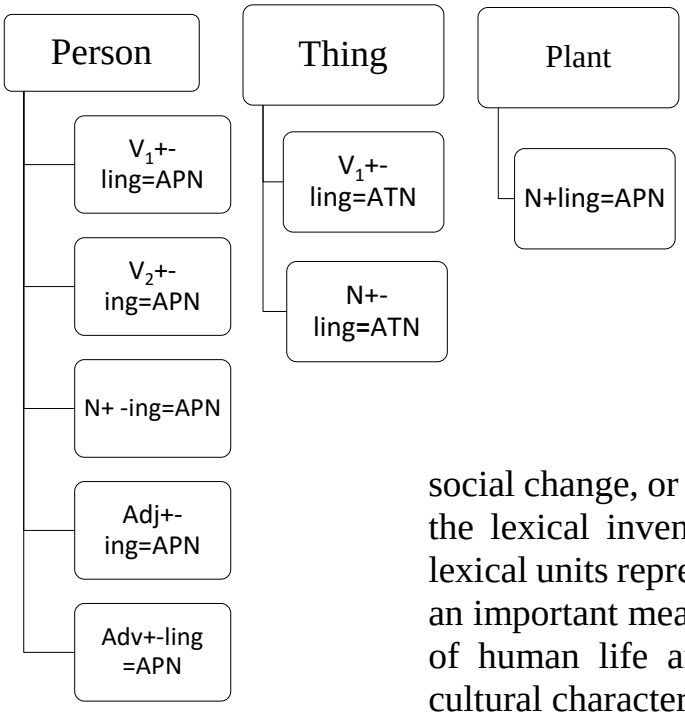
APN – Age-person noun: nouns denoting persons in relation to age.

ATN – Age-thing noun: nouns denoting objects or entities characterized by age.APN – Age-plant noun: nouns denoting plants in relation to age or developmental stage. V – Verb. Adj – Adjective. Adv – Adverb. N – Noun

[31] Dickens Ch. David Copperfield. – London: Penguin Books, 2004. – P. 25.

[32] https://www.collinsdictionary.com/dictionary/english/nonage (date of access 21.11.2025)

The second section of this chapter, entitled “Linguistic Representation of the Concept of Age through Lexical Means,” models the macroconcept of age as a lexical-semantic field. Its constituent components, namely the microconcepts of childhood, adolescence (teenage years), youth, middle age, and old age, are investigated according to the core–periphery principle. Particular attention is devoted to the denotative and connotative meanings of lexical units, their gender-related characteristics, and the contextual dimensions of their meanings in literary texts.



The lexical level is one of the most active and dynamic layers of language, undergoing continuous renewal. Every period, social change, or cultural process leaves its imprint on the lexical inventory of a language[33]. Accordingly, lexical units representing the concept of age constitute an important means of expressing the principal stages of human life and their psychological, social, and cultural characteristics.

In the present research, the macroconcept of age is considered from a conceptual perspective. Accordingly, within the framework of the macroconcept of “age”, five microconcepts have been distinguished for analysis: childhood, teenager (adolescence), youth, middle age, and old age.

Lexical units denoting age are more extensively represented in English than in Uzbek. Therefore, in the analysis, we selected a single English lexical unit rather than several equivalent Uzbek expressions. Each microconcept is examined separately below.

The microconcept of childhood. The first group consists of the microconcept of childhood, which is defined in English dictionaries as follows: “Childhood is a state of being a child”[34] (the period of being a child). This definition presents childhood as a stage of human life encompassing psychological, social, and biological dimensions.

In linguistic analysis, the lexical units belonging to the microconcept of childhood include not only nouns and terms denoting a particular age period but also characteristics, behaviour, and social roles associated with this stage of life. Therefore, the analysis of the microconcept of childhood involves identifying the core and peripheral semantic layers of lexical units, which enables a more

[33] G’ulomov A. Tilshunoslikka kirish. – Toshkent: O‘zbekiston milliy ensiklopediyasi, 2015. – B. 67.
[34] https://www.collinsdictionary.com/dictionary/english/childhood (date of access 10.11.2025).

comprehensive investigation of the structural and functional characteristics of the concept[35].

The following analysis examines lexical units belonging to the microconcept of childhood according to their core and peripheral characteristics. The first group consists of units forming the core of the concept of childhood. These include childhood, babyhood, and infancy, which generally and neutrally designate the stages of childhood. Since these lexical units express the concept of childhood in a broad and stylistically neutral manner, they are classified as core verbalizers.

The peripheral layer, by contrast, consists of lexical units that specify the meanings of the central verbalizers and introduce additional semantic, connotative, and stylistic distinctions. This group includes words that directly or indirectly represent childhood and youth, such as minority (the state of being under the age of majority), pupilage (the period of being a pupil or apprentice), nonage (the state of legal minority), prepubescence (the period preceding puberty), beginning (the initial stage), prepubescent (not yet having reached puberty), kiddish (childish), hoydenish (boisterous or tomboyish), fledgeling (young, inexperienced), unbreeched (not yet wearing breeches; very young), ageless (not showing signs of ageing), tiny (very small), and unwrinkled (having smooth, wrinkle-free skin).

In addition, this conceptual field contains lexical units referring to characteristics associated with childhood or youth, including kittenish (playful or mischievous in a youthful manner) and coltish (youthfully energetic or playful). These units metaphorically represent playfulness, inexperience, or immaturity characteristic of childhood.

The microconcept of childhood also includes lexical units denoting male children. This group comprises cockrel (a young rooster), boykin (a little boy), tad (a small child), urchin (a mischievous or ragged child), masterling (a young boy), nipper (a small child), and tyke (a little child).

Lexical units denoting female children also occur within the microconcept of childhood. These include quail (a small, immature girl), quiff (a young, inexperienced girl), gamine (a mischievous or streetwise girl), and puss (a girl or young woman, often used affectionately).

In English, the microconcept of childhood can also be represented by lexical units expressing collective or group-related meanings. These include children (boys and girls), fegats (young people), seed (offspring or descendants), descendants (offspring), progeniture (progeny), and offspring (descendants or children).

To investigate the lexical layer of the microconcept of childhood more precisely and systematically, the lexical units belonging to this conceptual field were classified into two principal groups. The first group comprises nouns directly designating the period of childhood and expressing its general semantic characteristics, whereas the second group includes nouns referring to individuals associated with childhood, thereby representing age-related features and individual characteristics.

[35] Зиновьева, Е. И. Лексико-семантические поля как объект лингвистического анализа. – М: Наука, 2004. – С. 75.

The third section of the chapter is entitled “Verbalization of the Concept of Age through Syntactic and Syntagmatic Constructions.”

In English, the concept of age is verbalized not only through individual lexemes but also through word combinations and various syntactic constructions. The combination of age-related lexical units with other linguistic components enables the identification of their semantic, evaluative, and functional characteristics.

For example, the expression tender age denotes early childhood, ripe age refers to mature or advanced age, and advanced age expresses old age. While these combinations convey the general concept of age, the modifiers tender, ripe, and advanced specify particular stages and characteristics.

According to M. Lewis's lexical approach, linguistic units include not only individual words but also polywords, collocations, institutionalized utterances, sentence frames, and text frames[36].

Applying this classification to the concept of “age”, the study identifies individual lexical units such as child, teenager, adult, and old age; word combinations such as a young child, growing up, and in his/her teens; and collocations such as child development, adolescent behavior, and elderly care.

In addition, communicative and contextual representations of age-related meanings are manifested through discourse expressions such as How old are you?, When I was your age…, You are getting older, and At the age of…, as well as contextual patterns including he/she…, During childhood/teenage years…, and In old age….

As a result of syntagmatic analysis, the structural models of linguistic units expressing the concept of age were classified as follows: Verb + Noun, Adjective + Noun, Noun + Verb, Verb + Adverb, and Adverb + Adjective. In the Verb + Noun model, expressions such as reach maturity and enter adulthood denote the attainment of maturity or entry into adulthood. In the Adjective + Noun model, combinations such as tender age and advanced age represent early childhood and old age, respectively. In the Noun + Verb model, expressions such as middle age creeps in and childhood passes describe the gradual arrival of middle age and the passage of childhood. In the Verb + Adverb model, combinations such as age gracefully and mature early express the manner or timing of ageing and maturation. Finally, the Adverb + Adjective model includes expressions such as highly experienced and surprisingly young, which intensify or modify age-related characteristics.

In addition, constructions such as surprisingly young were identified, expressing an unexpectedly high degree of youthfulness. These models demonstrate that the same conceptual meaning may be realized through different syntactic relationships: [Adjective + Noun] → an age-related characteristic or state; [Verb + Noun] → an action associated with an age-related subject or entry into a particular stage of life; [Noun + Verb] → an action performed by an age-related subject or a process associated with age; [Verb + Adverb] → the manner in which an age-related action is performed; [Adverb + Adjective] → the degree of an age-related

[36] Lewis M. The Lexical Approach: The State of ELT and a Way Forward. – Hove: Language Teaching Publications, 1993. – P. 89–96.

characteristic. For example, in the construction protect the child, the lexical unit child verbalizes the microconcept of childhood, while the verb protect specifies the protective action directed towards the child. The dissertation also examines the example “Atticus said to Jem that he had to protect the child from such madness”, taken from Harper Lee's To Kill a Mockingbird, as a manifestation of the [Verb + Noun] model in literary discourse[37].

The third chapter of the dissertation, entitled “Linguocultural Characteristics of the Concept of Age in English,” consists of three sections. Its first section, “Cultural Codes Associated with the Concept of Age,” investigates the linguocultural nature of the concept and substantiates the representation of human life stages through a system of cultural codes, including somatic, zoomorphic, phytomorphic, and theomorphic models. The study identifies positive and negative stereotypes associated with the stages of human life from childhood to old age in English culture, together with their manifestation through social assessments and cultural values.

Cultural codes occupy a significant position in revealing the linguocultural content of the concept of “age”, since they constitute a symbolic system through which a community's historical experience, values, worldview, and national mentality are expressed linguistically. D.Xudoyberganova interprets cultural codes as a system of symbols, representations, meanings, and images formed on the basis of a community's historical experience, values, worldview, and national mentality.[38] N.Alefirenko likewise emphasizes that linguistic units acquire meaning through their cultural, historical, and social functions, and that this meaning is shaped in the process of communication[39].

Within the concept of “age”, the stages of childhood, adolescence, youth, middle age, and old age embody not only biological and chronological periods but also particular cultural perceptions and evaluations. Their linguocultural content is realized through zoomorphic, phytomorphic, anthropomorphic, theomorphic, somatic, spatial, spiritual, and material cultural codes.

For example, within the somatic code, the expression tiny hands symbolizes the physical smallness and vulnerability of childhood, whereas grey hair represents the physiological characteristics of old age. Within the material code, cradle symbolizes childhood and the beginning of life, while walking stick represents old age.

In English linguoculture, the concept of age is also represented through stereotypes and cultural codes. Stereotypes reflect generalized social perceptions associated with particular age groups, such as young people are inexperienced and old people are wise. Cultural codes, by contrast, express age-related meanings through symbolic and metaphorical associations, including youth → spring/bloom → renewal and old age → sunset → life's final stage.

[37] Lee H. To Kill a Mockingbird. – New York: Warner Books, 1982. – P. 197.

[38] Xudoyberganova D. Lingvokulturologiyada madaniy kod tushunchasi va talqini // O‘zbek tili va adabiyoti. – Toshkent, 2019. – № 3. – B. 12.

[39] Алефиренко Н. Лингвокультурология: ценностно-смысловое пространство языка. – М.: Флинта, Наука, 2010. – С. 136.

Accordingly, stereotypes reflect social evaluations of age, whereas cultural codes reveal the metaphorical, associative, and axiological content of the concept of "age", thereby contributing to an understanding of its linguocultural nature.

The second section of this chapter, entitled "Representation of the Concept of Age in English Proverbs" examines the concept of age in English proverbs and sayings as a linguocultural phenomenon embodying social attitudes towards different stages of human life, moral education, stereotypes, and evaluative criteria.

Paremiological units represent a particularly significant component of cultural memory, as they preserve collective knowledge in a concise and figurative form. Through proverbs, characteristics associated with childhood, adolescence, youth, middle age, and old age are symbolically encoded. K.Ruziyev characterizes proverbs as linguistic and cultural units that preserve a community's historical experience, social and moral values, as well as its mentality and worldview[40].

In the semantic content of English age-related paremiological units, the principal evaluative features include childhood → education and development; adolescence → inexperience and transition; youth → activity, strength, and opportunity; middle age → maturity and responsibility; old age → experience and wisdom.

Age stages are frequently conceptualized through metaphorical comparisons associated with natural cycles. In particular, spring symbolizes childhood, youth, and development; summer represents maturity and the period of greatest activity; and autumn and winter are associated with old age and the later stages of human life. In paremiological units, age is interpreted not merely as a chronological indicator but also as a social category expressing education, maturity, experience, responsibility, and wisdom.

In the identification and linguistic analysis of English proverbs and sayings associated with the concept of "age", the study draws upon such paremiographic sources as A Hand-Book of Proverbs by H.Bohn, The Oxford Dictionary of Proverbs by J.Speake, Live and Learn: Current English Proverbs, Explained by M.Attia and colleagues, and The Oxford Dictionary of English Proverbs compiled by W.Smith.[41] The age-related paremiological units selected from these sources were semantically and linguoculturally classified according to the microconcepts of childhood, adolescence–youth, middle age, and old age.

Within the microconcept of childhood, education and personality development emerge as predominant semantic features. The proverb Child is the father of the man conveys the idea that an individual's character and personality are formed during childhood. Similarly, As the twig is bent, so grows the tree emphasizes the lasting influence of early upbringing on an individual's subsequent life. The expression

[40] Ruziyev K.B. Proverbs and corpus linguistics // Актуальные проблемы гуманитарных и естественных наук. – 2020. – № 6. – P. 64–67.

[41] Bohn H.G. A Hand-Book of Proverbs, Comprising Ray's Collection of English Proverbs, With His Additions from Foreign Languages, and a Complete Alphabetical Index. – London: George Bell and Sons, 1899. – 640 p.; Speake J. (ed.). The Oxford Dictionary of Proverbs. – 5th ed. – Oxford: Oxford University Press. – 625 p.; Attia M., Marino J., Bayem D., Sauners B. Live and Learn: Current English Proverbs, Explained. – 2019. – 177 p.; Smith W.G. (comp.). The Oxford Dictionary of English Proverbs. Introd. and index by J.E. Heseltine. – Oxford: Clarendon Press, 1935. – 644 p.

From tiny seeds grow mighty trees metaphorically conceptualizes childhood as the foundation of future personal development.

Within the microconcepts of adolescence and youth, proverbs such as A young colt needs gentle reins, Young fire burns hottest, Young branches reach for the sun, and Young rivers run wild metaphorically represent the need for guidance, youthful energy, ambition, growth, and restlessness.

In the microconcepts of middle age and old age, evaluative features associated with maturity, stability, experience, and wisdom become predominant. The proverb Life begins at forty positively evaluates middle age as a period of new opportunities and personal achievement. The expression The sun is still high at noon metaphorically represents a stage of life in which considerable vitality and opportunities remain.

Middle age is characterized as a period of considerable strength and opportunity. The expression Middle age is the afternoon of life metaphorically conceptualizes middle age as the afternoon of human life, comparing it to a stage of maturity and stability. Within the microconcept of old age, two contrasting axiological attitudes can be observed. The expression Gray hairs bring wisdom positively evaluates old age as a period of accumulated experience and wisdom. Similarly, The winter of life is the time for reflection associates the later stages of life with contemplation and the reassessment of personal experience, while The tree in autumn still bears fruit metaphorically emphasizes the preservation of social and spiritual usefulness in old age. Conversely, You can't teach an old dog new tricks reflects the stereotypical perception that elderly individuals may experience difficulties in adapting to new circumstances.

The third section of this chapter, entitled “Representation of the Concept of Age in Literary Discourse,” is based on Charles Dickens's novel David Copperfield as the principal literary source. The novel represents different stages of human life through lexical-semantic, cognitive-associative, metaphorical, and pragmatic layers, revealing the distinctive features of the microconcepts of childhood, adolescence, youth, middle age, and old age.[42]

The microconcept of childhood is directly verbalized through lexical units such as “I'm,” baby, child, little child, orphan, and infancy, while expressions such as purity, tenderness, and angel evoke associations with innocence, kindness, purity, and the need for protection. For example, the phrase “…that blue-eyed mite of a child… made a very angel of her” establishes a metaphorical association between childhood and spiritual purity through the child → purity → angel model.

The microconcepts of adolescence and youth are represented through such lexical units as youth, hardly in his teens, young and inexperienced, youthful bloom, child-wife, and blooming world. These expressions highlight emotional volatility, inexperience, independence, and personal development.

In the representation of middle age and old age, semantic layers associated with maturity, experience, physical decline, and life memories become more prominent. The expression “advanced towards maturer years” denotes the progression towards

[42] Dickens Ch. David Copperfield. – London: Penguin Books, 2004. – P. 25.

maturity, while “the dream of my youth, and the fallacious aspiration of my riper years” contrasts youthful aspirations with the life experiences accumulated during maturity.

Old age is verbalized through expressions such as old, elderly, elderly ladies, elderly gentleman, grey beard, wrinkles, sight is weak, and limbs are feeble. For example, the passage “He is… grown very old… his sight is weak, and his limbs are feeble” conveys the weakening of vision and the decline of physical strength associated with ageing. At the same time, lexical units such as elderly gentleman demonstrate that age-related nominations may also convey social status and respect.

CONCLUSION

1. The concept of age in English was identified as a multilayered cognitive structure integrating biological, psychological, social, and cultural characteristics. Its conceptual field was systematized into the microconcepts of childhood, adolescence, youth, middle age, and old age, and their universal and nationally specific cultural characteristics were revealed.

2. The functional and semantic potential of age-related lexical units formed through the morphemic-derivational verbalization of the concept of age was identified, particularly those involving the affixes -hood, -er, -ish, -ity, pre-, under-

3. It was established that the five microconcepts constituting the concept of age form an interconnected conceptual-semantic system. Childhood was characterized by innocence and dependence; adolescence by transition and change; youth by activity and opportunity; middle age by independence and responsibility; and old age by experience and wisdom.

4. The lexical-semantic field of the concept of age was systematized according to the core, near-peripheral, and distant-peripheral layers. Lexical units such as child, teenager, young, adult, and old were identified as core verbalizers, whereas figurative expressions such as in the flower of youth and long in the tooth were classified as peripheral units.

5. It was determined that age-related phraseological units express the figurative, axiological, and stereotypical content of the concept. In particular, long in the tooth figuratively represents old age, whereas in the prime of life denotes the most active and mature period of human life.

6. Syntagmatic analysis revealed the realization of age-related lexical units through structural models such as [Verb + Noun] and [Adjective + Noun]. It was established that combinations such as come of age, reach adulthood, young child, and elderly person acquire additional semantic content through the interaction of age-related characteristics with actions, states, and attributes.

7. It was established that the concept of age is represented in English linguoculture through somatic, natural, and spiritual cultural codes. Associative and symbolic meanings such as grey hair → old age, spring/bloom → youth and renewal, and age as wisdom → experience and wisdom were identified.

8. Metaphorical and axiological models representing different stages of life were identified in English proverbs and sayings. The proverb You can't teach an old

dog new tricks reflects a stereotype associated with old age, whereas With age comes wisdom expresses a positive evaluation of old age and accumulated experience.

9. The analysis of Charles Dickens's novel David Copperfield demonstrated that the microconcepts of age are individualized through the characters' psychological states, social relationships, and life experiences. The emotional, associative, and pragmatic content of the concept of age was revealed through contextual means in literary discourse.

10. As a result of the research, the concept of age was characterized as a macroconcept possessing both linguocognitive and linguocultural content, reflecting the biological stages of human life in the English linguistic worldview. The interrelationship between language, thought, and culture was substantiated through its morphemic-derivational, lexical-semantic, phraseological, syntagmatic, paremiological, and literary verbalizers.

ФЕРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ
РАЗОВЫЙ НАУЧНЫЙ СОВЕТ НА ОСНОВЕ НАУЧНОГО СОВЕТА DSc.03/2025.27.12.Fil.10.05 ПО ПРИСУЖДЕНИЮ УЧЁНЫХ СТЕПЕНЕЙ ПРИ ФЕРГАНСКОМ ГОСУДАРСТВЕННОМ УНИВЕРСИТЕТЕ

ФЕРГАНСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ

АБДУРАИМОВА МАДИНАХОН ДИЛШОДЖОН КИЗИ

ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЕ ИССЛЕДОВАНИЕ КОНЦЕПТА «ВОЗРАСТ» В АНГЛИЙСКОМ ЯЗЫКЕ

10.00.04 – Языки и литература народов Европы, Америки и Австралии

Диссертация на соискание учёной степени доктора философии (PhD) по ФИЛОЛОГИЧЕСКИМ наукам
АВТОРЕФЕРАТ

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Защита диссертации состоится «_____» _____ 2026 года в ____ часов на заседании разового научного совета на основе Научного совета DSc.03/2025.27.12.Fil.10.05 по присуждению учёных степеней при Ферганском государственном университете. (Адрес: 100151, г. Фергана, ул. Б. Маргинони, дом 105. Тел.: (99873) 244-66-02; e-mail: fardu_info@umail.uz).

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ВВЕДЕНИЕ

Цель исследования заключается в выявлении особенностей вербализации концепта «возраст» на морфемном, лексическом, синтаксическом и фразеологическом уровнях языка, моделировании его семантического поля, а также раскрытии когнитивных и национально-культурных аспектов данного концепта.

Задачи исследования:

определить лингвокогнитивную и лингвокультурологическую сущность концепта «возраст», охарактеризовать его универсальные и национально-специфические особенности, присущие английской культуре;

выявить концептуальную структуру концепта «возраст», включающую микроконцепты детства, подросткового возраста, молодости, зрелости и старости, систематизировать их основные вербализаторы по ядерным и периферийным слоям;

определить морфемно-деривационные и компонентно-семантические особенности единиц, репрезентирующих концепт «возраст» в английском языке, классифицировать возрастные лексические и фразеологические вербализаторы по семантическим группам;

выявить синтаксические и синтагматические средства вербализации концепта «возраст», охарактеризовать структурно-семантические модели возрастных словосочетаний и предикативных конструкций;

определить особенности метафорической репрезентации концепта «возраст», его культурные коды, аксиологические и стереотипные характеристики в английской культуре, а также раскрыть национально-культурные критерии оценки, проявляющиеся в паремиологических единицах, связанных с возрастом;

проанализировать особенности контекстуальной, образной и прагматической репрезентации концепта «возраст» в английском художественном дискурсе, обосновать лингвокультурологическое содержание возрастных микроконцептов в художественном тексте.

Объектом исследования являются лингвокультурологические единицы, вербализующие концепт «возраст» в английском языке.

Предметом исследования являются вербализаторы концепта «возраст», а также их когнитивные и лингвокультурологические особенности.

Научная новизна исследования заключается в следующем:

разработана лингвокогнитивная модель концепта «возраст» (*age*) в английском языке на основе его универсальных и национально-культурных особенностей, включающая микроконцепты детства (*childhood*), подросткового возраста (*adolescence*), молодости (*youth*), средний возраст (*middle age*) и старости (*old age*); обосновано, что ядро концептуального поля составляют базовые вербализаторы, непосредственно обозначающие возрастные периоды (*child, teenager, young, adult, old*), а периферийные слои представлены оценочными, образными и ассоциативными единицами, связанными с возрастом (*tiny, puberty, blossoming, prime, winter*);

систематизированы морфемно-деривационные (*-hood, -er, -ish, -ity, pre-, under-*), лексико-семантические (*childhood, adolescence, youth, adulthood, senility*) и синтаксико-синтагматические (*a young child, in one's teens, at an early age, to grow old*) средства вербализации концепта «возраст»; выявлены структурно-семантические особенности данных единиц, выражающих возрастные периоды, возрастной статус личности, степень зрелости и состояния, обусловленные возрастом;

раскрыты метафорические модели концепта «возраст» в английской культуре, такие как весна — молодость (*spring of life*), лето — средний возраст (*summer of life*), зима — старость (*winter of life*), а также аксиологические и стереотипные признаки, связывающие молодость с возможностями, активностью и свободой, а старость — с опытом, мудростью и физической слабостью; с лингвокультурологической точки зрения обосновано проявление данных ценностных представлений посредством положительной и отрицательной оценки в возрастных пословицах (*With age comes wisdom; You can't teach an old dog new tricks*);

Выявлены контекстуальные особенности репрезентации концепта «возраст» в английском художественном дискурсе, отражающие переход от детства к зрелости, психологическое и социальное становление личности, а также жизненный опыт, обусловленный возрастом. Обоснованы способы вербализации возрастных микроконцептов посредством образных описаний, речи персонажей, возрастных характеристик и оценочных единиц, а также их лингвокогнитивные и лингвокультурологические функции.

Внедрение результатов исследования. На основе исследования концепта «возраст» в английском языке:

научные выводы и результаты, касающиеся разработки целостной модели концепта «возраст» (*age*), согласно которой ядро концепта составляют базовые лексические единицы, обозначающие основные этапы человеческой жизни (*child, teenager, young, adult, old*), а его периферия представлена поэтическими метафорами (*in the flower of youth*), фразеологизмами (*to be long in the tooth*) и когнитивными ассоциациями (*wisdom and grey hair*), были использованы при реализации прикладного проекта № PF-201912258 «Создание многоязычной электронной платформы узбекской литературы (на узбекском, русском и английском языках)», осуществлённого в 2021–2023 годах (справка Ташкентского государственного университета узбекского языка и литературы имени Алишера Навои № 04/1-1550 от 25 марта 2026 года). Внедрение результатов исследования способствовало разработке лингвокогнитивных модулей многоязычной электронной платформы, а также формированию национально-культурной интерпретации понятий, обозначающих этапы человеческой жизни;

лингвокультурологические аналитические выводы, касающиеся характерных для английской культуры культурных кодов, таких как *«youth as freedom», «youth as opportunity», «age as wisdom»*, выражения молодости посредством поэтических метафор весны, чистоты и смелости, а также ассоциации старости с такими уникальными культурными ценностями, как

опыт, мудрость и стабильность, были использованы при реализации проекта «British and American Studies – Британские и американские исследования», осуществлённого в 2025–2026 годах совместно с Университетом Павла Йозефа Шафарика в рамках проекта Erasmus+ International Mobility (KA171), финансируемого Европейским союзом (справка Бухарского государственного университета № 06/2151 от 26 марта 2026 года). Внедрение результатов исследования способствовало систематизации анализа не только словарных значений лексических единиц английского языка, но и лежащих в их основе глубинных культурных кодов, а также положительных социокультурных стереотипов, сформировавшихся в отношении периодов молодости и старости, в образовательных программах, реализуемых в рамках проекта;

научно-аналитические выводы, полученные в результате переосмысления концепта «возраст» в соответствии с современными требованиями когнитивной лингвистики и последовательного обоснования его структуры, включающей такие когнитивные этапы, как детство, подростковый возраст, молодость, средний возраст и старость, были использованы при разработке сценариев телевизионных передач «Ona tilim» («Мой родной язык»), «Xayrli kun» («Добрый день»), «Tafsilot» («Подробности»), подготовленных государственным учреждением «Ферганская областная телерадиокомпания» (справка ГУ «Ферганская областная телерадиокомпания» от 24 марта 2026 года). Внедрение результатов исследования способствовало повышению содержательного уровня телепередач, а также раскрытию социокультурной значимости языка в воспитании молодого поколения в духе национальных ценностей.

E’LON QILINGAN ISHLAR RO‘YXATI
СПИСОК ОПУБЛИКОВАННЫХ РАБОТ
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