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COMPARATIVE METHODOLOGY FOR STUDYING THE EXPRESSIVE MEANS OF THE WORD BASED ON FOREIGN METHODS

Isakova Dilnozaxon
Andijan State Pedagogical Institute
Uzbek Language and Literature
1st year master's student
My scientific supervisor:
Shoxidaxon Jaloliddinovna Yusupova
Doctor of Pedagogical Sciences, Associate Professor.

Abstract

This article examines the methodology of comparative study of the expressive means of the word on the basis of foreign methods and modern linguistic-didactic approaches. The expressive potential of the word is considered not only as a lexical or stylistic phenomenon, but also as an important instrument of communication, aesthetic impact, cultural transmission and critical thinking development. In contemporary language education, the ability to understand denotative and connotative meanings, figurative usage, emotional colouring, semantic shades and contextual functions of words has become one of the main indicators of communicative competence. The research problem is connected with the need to integrate traditional Uzbek philological analysis with European, Anglo-American, Russian and CIS methodological experience, including comparative stylistics, communicative language teaching, discourse analysis, corpus-based learning, cognitive linguistics and reader-response methods.

Keywords: word expressiveness, expressive means, comparative methodology, foreign methods, stylistics, discourse analysis, semantic meaning, connotation, communicative competence, Uzbek language.

Introduction

The expressive means of the word occupy a central place in the study of language, literature and communication. A word does not merely name an object, action or quality; it also carries emotional, evaluative, cultural and aesthetic meanings. In artistic texts, public speech, media discourse, educational communication and everyday conversation, the expressive function of words determines the strength of influence on the listener or reader. For this reason, the methodology of teaching word expressiveness has become an important issue in modern philology and pedagogy.

The relevance of the topic is strengthened by the growing role of multilingual education, intercultural communication and digital text environments. Learners today encounter texts in Uzbek, Russian, English and other languages, compare meanings across cultures and use different types of discourse in social networks, academic writing and professional communication. A purely memorisation-based approach is no longer sufficient. Students need methods that teach them to observe the word in context, compare its stylistic function, explain its emotional load and apply it appropriately in their own speech.

In Uzbekistan, the development of education, language policy and foreign language learning has been consistently supported at the state level. Presidential decisions aimed at improving the quality of education, popularising the study of foreign languages, developing the state language and integrating international standards into the national education system create a strong institutional basis for methodological renewal. The ideas expressed by the President of the Republic of Uzbekistan about the importance of knowledge, language competence and modern education are directly connected with the

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need to improve language teaching methodology. The concept of developing public education until 2030, reforms in higher education and measures for improving foreign language teaching require teachers and researchers to use advanced comparative and interactive methods.

The scientific problem of this article lies in the fact that the expressive means of the word are often taught separately from comparative linguistic thinking. In many lessons, students learn definitions of metaphor, epithet, synonymy, antonymy or phraseological colouring, but they do not always understand how these means function in real texts or how similar expressive mechanisms appear in foreign languages. Foreign methods offer valuable tools: communicative tasks encourage active use of words; discourse analysis reveals the social function of expression; corpus methods allow learners to observe authentic examples; cognitive linguistics explains metaphor as a way of thinking; comparative stylistics helps identify similarities and differences between languages. These approaches can enrich Uzbek language education when they are scientifically adapted.

The aim of the article is to study the methodological foundations of comparative analysis of word expressive means on the basis of foreign methods and to propose a practical model for language education. The object of the research is the process of teaching expressive means of the word in language and literature classes. The subject is the system of comparative methods, tasks and analytical procedures used to identify, interpret and apply word expressiveness. The scientific novelty of the article is determined by the integration of Uzbek linguistic traditions with foreign methodological approaches in a single didactic model.

Methodology

The article relies on the IMRAD logic and combines theoretical analysis with methodological modelling. The research methodology includes the study of scientific literature, comparative analysis of foreign and national approaches, classification of expressive means, interpretation of selected text fragments and generalisation of pedagogical practice. The methods were selected according to the nature of the topic, because word expressiveness requires both linguistic accuracy and didactic clarity.

European methodology is represented by communicative language teaching, text-based learning and functional stylistics. In this tradition, a word is analysed through its communicative role: who uses it, for what purpose, in what situation and with what effect. The works of M. A. K. Halliday on functional linguistics, Geoffrey Leech on semantics and pragmatics, Roman Jakobson on language functions, and Michael McCarthy on discourse and vocabulary teaching are especially important for understanding how words operate beyond dictionary meaning. European approaches emphasise context, speech act, register and genre.

Anglo-American research contributes to the methodology through discourse analysis, corpus linguistics, cognitive metaphor theory and reader-response pedagogy. George Lakoff and Mark Johnson demonstrated that metaphor is not only a poetic device but also a cognitive mechanism shaping human thought. John Sinclair and Douglas Biber developed corpus-based methods that allow learners to observe word usage in authentic contexts. These methods are useful for teaching connotation, collocation, frequency, semantic prosody and pragmatic meaning.

The scientific tradition of the CIS and Russian linguistics provides a deep foundation for stylistic and semantic analysis. The works of V. V. Vinogradov, I. R. Galperin, L. V. Shcherba, Yu. M. Lotman and A. A. Potebnya explain the relationship between word meaning, imagery, artistic function and cultural interpretation. Russian stylistics pays special attention to expressive colouring, functional styles, tropes and figures, which are directly relevant to the study of the expressive means of the word.

Uzbek linguistics and methodology are represented by the works of A. G‘ulomov, H. Ne’matov, N. Mahmudov, A. Hojiyev, M. Yo‘ldoshev, Q. Yo‘ldoshev and other scholars who studied lexical meaning, stylistics, speech culture, text analysis and language teaching. Their research emphasises the

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national-cultural nature of Uzbek words, the richness of synonyms, phraseological units, proverbs, metaphors and expressive forms used in oral and written speech. This national theoretical basis is essential for adapting foreign methods to Uzbek educational practice.

The methodological model proposed in the article consists of five stages: identification, contextual interpretation, comparative analysis, communicative application and reflection. At the first stage, students identify expressive words and classify them according to semantic, stylistic and emotional features. At the second stage, they analyse the context and determine the author's intention. At the third stage, they compare similar expressive means in Uzbek, Russian or English texts. At the fourth stage, they use expressive units in their own oral or written speech. At the final stage, they evaluate the effectiveness of word choice and explain the communicative impact.

Research and Analysis

The comparative study of word expressive means begins with the distinction between denotative and connotative meaning. Denotation refers to the direct, dictionary meaning of a word, while connotation includes emotional, cultural, evaluative and stylistic associations. For example, a word denoting a simple object may acquire solemn, ironic, affectionate or critical colouring depending on context. Foreign methods recommend that students should not memorise this distinction only theoretically; they should analyse authentic text fragments and explain why a particular word produces a specific effect.

A productive exercise is the comparison of synonymic rows. In Uzbek, words may differ according to degree of politeness, emotional intensity, social register and national-cultural association. The same phenomenon can be observed in English and Russian. When learners compare equivalent or near-equivalent words across languages, they understand that translation is not a mechanical replacement. A word that sounds neutral in one language may be emotionally marked in another. This comparative activity develops linguistic sensitivity and prevents superficial interpretation.

Metaphor, epithet, metonymy, irony, hyperbole, litotes, phraseological units and expressive synonyms constitute the main object of analysis. In foreign methodology, these means are often studied through text and discourse. A metaphor is examined not only as decoration but also as a way of conceptualising reality. An epithet is analysed as a means of evaluation. A phraseological unit is studied as a carrier of cultural memory. Such an approach is close to the traditions of Uzbek philology, where figurative expression and national mentality are inseparable.

The classroom application of the comparative method may include parallel text analysis. Students receive short fragments from Uzbek literature and foreign literature. They identify expressive words, determine their stylistic function, compare the emotional tone and explain how national culture influences word choice. For instance, words connected with family, homeland, honour, respect, hospitality and nature may have specific expressive weight in Uzbek texts. In English or Russian texts, similar concepts may be expressed through different lexical and stylistic patterns.

Corpus-based learning adds empirical accuracy to the study of word expressiveness. Instead of relying only on isolated examples, learners can observe how a word appears in many contexts. Frequency, collocation and semantic prosody help them understand whether the word usually occurs in positive, negative, formal or informal environments. Even simple teacher-prepared mini-corpora can support this method. Digital resources, electronic dictionaries and concordance examples make the learning process more evidence-based.

Discourse analysis expands the scope of research from artistic text to real communication. The expressive means of the word are important in political speeches, advertisements, journalistic articles, public campaigns and online communication. A word may persuade, soften criticism, intensify emotion or create social distance. Students who analyse discourse learn to recognise manipulation,

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bias, politeness strategies and rhetorical influence. This skill is especially valuable in the contemporary information environment.

The results of methodological observation show that comparative tasks increase students' active participation. When learners compare words in different languages or styles, they begin to ask questions, justify their opinions and connect linguistic analysis with life experience. Creative tasks such as rewriting a neutral sentence in an emotional style, replacing expressive words with neutral equivalents, translating connotative units or preparing a mini-glossary of expressive words strengthen practical competence.

Results and Discussion

The analysis indicates that foreign methods are effective when they are adapted to the goals of national education. The communicative method helps students use expressive words in speech, but it must be supported by systematic knowledge of Uzbek vocabulary and stylistics. Discourse analysis develops critical thinking, but it should include examples from national literature and modern Uzbek media. Corpus-based learning increases objectivity, yet teachers need to select accessible materials according to the level of learners.

The comparative methodology produces several pedagogical results. First, students learn to distinguish between neutral and expressive vocabulary more accurately. Second, they understand the role of context in meaning formation. Third, they develop the ability to compare the stylistic potential of words in different languages. Fourth, they become more careful in translation and interpretation. Fifth, they acquire skills of expressive writing and oral presentation.

A key discussion point is the balance between foreign experience and national linguistic identity. International methods are valuable because they offer interactive, analytical and evidence-based tools. At the same time, word expressiveness is always connected with the cultural memory of a people. Uzbek proverbs, phraseological expressions, forms of respect, poetic images and emotionally coloured words cannot be fully explained through foreign models alone. Therefore, the teacher's task is to combine global methodology with national content.

Another important result concerns the formation of intercultural competence. Comparative analysis teaches learners that languages represent reality differently. Words connected with emotion, evaluation, politeness and imagery often reflect cultural values. When students compare these features, they develop tolerance, respect for other cultures and deeper understanding of their native language. This corresponds to the modern educational demand for multilingual and culturally competent specialists.

The proposed model also supports the development of academic thinking. Students do not simply name expressive means; they prove their interpretation with textual evidence. They learn to formulate hypotheses, compare examples, classify linguistic units and draw conclusions. Such work prepares them for research activity and improves the quality of written assignments, essays and oral presentations.

The comparative study of the expressive means of the word on the basis of foreign methods is one of the important directions in modern language education. The word functions not only as a unit of nomination, but also as a carrier of emotion, evaluation, imagery, cultural memory and communicative intention. A learner who understands these qualities can read texts more deeply, speak more convincingly and write more accurately. Therefore, the methodology of studying word expressiveness must be renewed according to contemporary scientific and pedagogical requirements.

The research shows that foreign methodological experience offers rich opportunities for improving the teaching of Uzbek language and literature. Communicative language teaching encourages learners to use expressive words in meaningful situations. Discourse analysis helps them

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understand the social and pragmatic functions of vocabulary. Corpus linguistics provides authentic examples and develops evidence-based thinking. Cognitive linguistics explains metaphor and figurative expression as part of human cognition. Comparative stylistics allows students to identify national and universal features of expressive meaning. These approaches are valuable because they move the lesson from passive memorisation to active analysis, comparison and application.

National linguistic traditions remain the foundation of any effective methodology. Uzbek language possesses a rich system of synonyms, phraseological units, proverbs, respectful forms, poetic images and emotionally coloured lexical resources. These elements express the worldview, values and cultural experience of the Uzbek people. Foreign methods should therefore be adapted to the Uzbek language environment rather than copied mechanically. The teacher must select texts, examples and tasks that correspond to the age, knowledge level, cultural background and communicative needs of learners.

The proposed five-stage model—identification, contextual interpretation, comparative analysis, communicative application and reflection—creates a systematic basis for teaching word expressiveness. It helps students move from recognition to understanding, from understanding to comparison and from comparison to independent use. This sequence develops linguistic competence, stylistic sensitivity, critical thinking and intercultural awareness. The model can be applied in language lessons, literature classes, translation practice, speech culture courses and higher education philology programmes.

The results also confirm that the comparative methodology contributes to the formation of research skills. Students learn to observe linguistic facts, classify expressive units, compare examples, justify interpretations and draw conclusions. Such skills are essential for modern education, where learners are expected not only to reproduce knowledge but also to analyse information, express independent opinions and communicate effectively. The study of expressive words becomes a means of developing both language competence and intellectual maturity.

In practical terms, teachers should use authentic texts, parallel examples, mini-corpora, creative writing exercises, translation tasks and discussion-based activities. Each task must be connected with a clear linguistic purpose: understanding connotation, identifying stylistic colouring, explaining metaphor, comparing cultural meanings or applying expressive vocabulary in speech. Assessment should also reflect these objectives; it should evaluate not only whether students know definitions, but also whether they can interpret and use expressive means appropriately.

In conclusion, the comparative study of word expressive means based on foreign methods is scientifically justified and pedagogically effective. It strengthens the connection between native language education and international methodological experience. It also supports the goals of educational reforms in Uzbekistan, including the development of language competence, foreign language learning, cultural awareness and independent thinking. A well-designed comparative methodology can raise the quality of philological education and prepare learners for active participation in multilingual and multicultural communication.

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