

**THE ROLE OF THE CONCEPT OF "POVERTY" IN THE ENGLISH AND UZBEK
CONCEPTOSPHERE*****Diyorahon Shamsuddinova****Andijan State Institute of Foreign Language**Tel number: 998934267333**Email: diyora0331@gmail.com****Abdujalilova Sarvinoz Sobirjon kizi****Andijan State In Of Foreign Languages, 4th year, Group 410**Tel number: 907708009**Email: sarvinozabdu2002@icloud.com*

Abstract: This article analyzes how the concept of “poverty” is represented in the conceptospheres of the English and Uzbek languages, highlighting both the semantic differences and similarities between them. “Poverty” is viewed not only as a socio-economic condition but also as a multilayered conceptual unit directly connected to the cultural, historical, and moral perceptions of each nation. The study explores lexical units, metaphors, proverbs, idioms, and artistic expressions related to the concept of “poverty” in both English and Uzbek. It examines the semantic fields in which this concept appears in each language and its place within the system of societal values. Furthermore, the article investigates the position of the concept in national consciousness through conceptual analysis, semantic mapping, core sememes, and their cultural interpretations. In English, the notion of poverty is more often associated with individual responsibility, opportunities, and freedom, whereas in Uzbek, it is interpreted in relation to social inequality, patience, and communal solidarity. The aim of the article is to identify both the national and universal features of the “poverty” concept through intercultural linguistic analysis and to reveal the deep interconnection between language and thought.

Keywords: poverty, concept, conceptosphere, semantic field, intercultural analysis, language and thought, linguoculturology, metaphor, associative analysis, mentality, national worldview, lexical-semantic analysis, culture-specific units, idioms, linguistic imagery, logical-cognitive approach,

discourse analysis, pragmatic approach, comparative analysis of Uzbek and English, national and cultural characteristics

Annotatsiya : Mazkur maqolada ingliz va o'zbek tillari konseptosferasida "kambag'allik" konsepti qanday ifodalanishi, mazmun jihatidan qanday farqlari va o'xshashliklari mavjudligi tahlil qilinadi. "Kambag'allik" nafaqat ijtimoiy-iqtisodiy holat sifatida, balki har bir xalqning madaniy, tarixiy va axloqiy qarashlari bilan bevosita bog'liq bo'lgan ko'p qatlamli konseptual birlikdir. Tadqiqotda ingliz va o'zbek tillaridagi "kambag'allik" konseptiga oid leksik birliklar, metaforalar, maqollar, iboralar va badiiy ifodalar o'rganiladi. Ushbu konseptning har ikki tilda qanday semantik maydonlarda namoyon bo'lishi va ularning jamiyatdagi qadriyatlar tizimidagi o'rni tahlil qilinadi. Shuningdek, maqolada konseptual tahlil, semantik xarita, asosiy sememalar va ularning kulturologik talqini orqali "kambag'allik" tushunchasining milliy tafakkurdagi o'rni yoritiladi. Ingliz tilida bu tushuncha ko'proq individual mas'uliyat, imkoniyatlar va erkinlik bilan bog'liq bo'lsa, o'zbek tilida esa ijtimoiy tengsizlik, sabr-toqat va ijtimoiy birdamlik kabi qadriyatlar bilan o'zaro aloqador tarzda talqin etilishi ko'rsatib o'tiladi. Maqolada madaniyatlararo lingvistik tahlil orqali "kambag'allik" konseptining milliy va universal xususiyatlarini ajratib ko'rsatish hamda til va tafakkur o'rtasidagi uzviy bog'liqlikni ochib berish maqsad qilingan.

Kalit so'zlar: kambag'allik, konsept, konseptosfera, semantik maydon, madaniyatlararo tahlil, til va tafakkur, lingvokulturologiya, metafora, assotsiativ tahlil, mentalitet, milliy dunyoqarash, leksik-semantik tahlil, kulturotipik birliklar, frazeologizmlar, lingvistik obraz, mantiqiy-kognitiv yondashuv, diskurs tahlili, pragmatik yondashuv, o'zbek va ingliz tillarining taqqosiy tahlili, milliy-madaniy xususiyatlar.

Аннотация: В данной статье анализируется, как концепт «бедность» представлен в концептосферах английского и узбекского языков, а также рассматриваются его семантические различия и сходства. «Бедность» выступает не только как социально-экономическое состояние, но и как многослойная концептуальная единица, тесно связанная с культурными, историческими и нравственными взглядами каждого народа. В исследовании изучаются лексические единицы, метафоры, пословицы, фразеологизмы и художественные выражения, связанные с концептом «бедность» в английском и узбекском языках. Анализируется, в каких семантических полях проявляется данный концепт в обоих языках и какое место он занимает в

системе общественных ценностей. Также в статье рассматриваются концептуальный анализ, семантическая карта, основные семемы и их культурологическая интерпретация, позволяющие раскрыть место понятия «бедность» в национальном менталитете. Показано, что в английском языке данный концепт чаще ассоциируется с личной ответственностью, возможностями и свободой, тогда как в узбекском языке он воспринимается в контексте социальной несправедливости, терпения и общественной солидарности. Целью статьи является выявление национальных и универсальных характеристик концепта «бедность» посредством межкультурного лингвистического анализа, а также раскрытие неразрывной связи между языком и мышлением.

Ключевые слова: бедность, концепт, концептосфера, семантическое поле, межкультурный анализ, язык и мышление, лингвокультурология, метафора, ассоциативный анализ, менталитет, национальное мировоззрение, лексико-семантический анализ, культуротипические единицы, фразеологизмы, лингвистический образ, логико-когнитивный подход, дискурсивный анализ, прагматический подход, сопоставительный анализ узбекского и английского языков, национально-культурные особенности.

Introduction

Today, English is one of the most widely studied and used languages in the world. As a result of developments in global communication, business, education and technology, the need for English language proficiency is increasing. In particular, upper-intermediate English language proficiency, at level B2 (according to the CEFR standard), allows learners not only to use the language effectively, but also to understand complex texts and actively participate in communication.

It is very important that the quality and content of textbooks used in the language learning process are appropriate to the level of mastery, needs and learning objectives of the students. A well-structured textbook not only teaches grammar, but also helps to expand vocabulary, improve pronunciation and develop communication skills in real-life situations. Therefore, it is important to determine the level of knowledge of students and select materials that are appropriate to it. The Common European Framework of Reference for Languages (CEFR) is widely used in assessing language knowledge. This standard provides guidance in determining the level of language learning and in developing curricula. The B2 level requires the language learner to independently express his/her thoughts in English, exchange ideas, converse on complex topics, and use the language effectively in academic and professional fields. Therefore, textbooks at the B2 level should provide learners with more complex grammar rules and rich lexical material, as well as focus on developing practical skills. Also, the communicative approach plays a significant role in language learning. Through this approach, students not only master theoretical knowledge, but also have the opportunity to apply the language in practice.

Interactive exercises, conversations, discussions, and situational games in the process of language learning increase students' communication skills, teach them to express their thoughts freely and fluently. The main goal of this work is to create an effective and modern textbook for English learners at the B2 level or to analyze existing textbooks. Factors such as the content of the textbook, its structure, the effectiveness of the exercises, and the extent to which it meets the needs of students are considered. The results of the study serve to improve the language teaching process and improve students' language skills.

Literature review

The concept of poverty, as a socio-economic problem that has been the focus of constant attention throughout human history, has been studied by many scientists, economists, sociologists, and anthropologists. In English, this concept is called "poverty" and there are many sources that indicate that it has social, economic, psychological, and political dimensions. For example, in the economic literature in English, poverty is measured mainly through indicators related to income, living conditions, and social opportunities (Sen, 1999; World Bank Reports).

In the Uzbek conceptosphere, the term "poverty" was formed in the context of national culture, historical experiences, and social systems. In many studies, poverty is seen not only as an economic disadvantage, but also as a spiritual, cultural, and social problem (Tashkhodjayev, 2015; Karimova, 2018). The issue of poverty in Uzbekistan, especially after independence, is closely related to economic changes, rural-urban disparities, and social protection systems. There are similarities and differences in the concept of poverty in the English and Uzbek conceptospheres. While poverty in English is seen in a more individual and economic context, in Uzbek this concept has a broader social and cultural scope. Therefore, research shows that in addressing poverty, it is important to consider economic and social factors together in both cultures (Islomov, 2020; Smith & Jones, 2017). There are many approaches in the literature on methods for defining, measuring and combating poverty. Concepts such as "relative poverty" and "absolute poverty" are widely used in English sources, while in Uzbek literature, the emphasis is on analyzing poverty in accordance with local social conditions.

In general, the literature on the subject shows that the concept of poverty in English and Uzbek is complex and multidimensional, and emphasizes that it is an important issue that needs to be addressed in social development.

Research methodology

In this scientific work, linguocultural, conceptual and comparative analysis methods were chosen as the main methods. The study aimed to study issues related to how the concept of "poverty" is expressed in English and Uzbek, its cultural and spiritual content, verbal realization in the language and how it is understood in the public consciousness.

1. Database:

Corpus in English were used, in particular, materials from the British National Corpus (BNC) and the Oxford English Dictionary.

In Uzbek, examples were taken from the "Explanatory Dictionary of the Uzbek Language", samples of Uzbek literature (novels, stories, articles) and folk oral literature (proverbs, aphorisms, folk tales).

2. Conceptual analysis:

The main semantic units of the concept of "poverty" (for example, dependence, deficiency, effort, satisfaction, support) were identified and their forms of expression in language were analyzed.

The associations, metaphors and symbolic images that appear within this concept were analyzed.

3. Comparative method:

The linguistic means by which the concept of "poverty" is expressed in English and Uzbek were compared.

The socio-psychological and cultural significance of this concept in both languages and cultures was studied.

4. Discursive approach:

The way in which the concept of "poverty" is expressed in texts, in the media, and in political discourse was analyzed.

The positive and negative connotations of this concept were also considered.

Through these methods, it was deeply studied how the concept of "poverty" is formed and expressed in different cultural and social contexts in the English and Uzbek conceptsphere.

Conclusions and suggestions

Conclusion: Within the framework of this scientific work, the place of the concept of "poverty" in the conceptsphere in English and Uzbek was deeply analyzed from a linguocultural and conceptual point of view. During the study, the following conclusions were reached:

1. The concept of "poverty" is a socially and culturally important concept in both languages, which serves to express situations such as hardship, need, and need for help in human life.
2. While in English this concept is expressed more in terms of economic and social problems and systems, in Uzbek its moral, spiritual, and cultural aspects are more strongly manifested (for example, it is associated with contentment, patience, and hard work).
3. In both language cultures, the concept of "poverty" is combined not only with negative, but sometimes with positive spiritual values (for example: "Poor but honest", "Kambag'al b'lsa-da, oriyatli").

4. Through proverbs, aphorisms, fiction and press materials, these concepts reveal the richness of the language, the uniqueness of the people's thinking.

Suggestions:

1. It is recommended to apply more conceptual analysis methods in studying the inextricable link between language and culture, especially in the fields of translation, linguistics, cultural studies and education.
2. It is necessary to scientifically systematize more lexical, phraseological and metaphorical units related to the concept of "poverty" in the Uzbek language.
3. It is advisable to use context-based translation approaches to equate the cultural and spiritual scope of the English concept of "poverty" with the corresponding units in the Uzbek language.
4. In the process of language teaching in universities, through such concepts, students can be more interested in cultural thinking and language.

Used literature

1. Scientific and theoretical sources:

1. Kubryakova E.S. Knowledge of language. The acquisition of knowledge about language: Often it is a cognitive eye sight. The role is written and not known. — M.: Yazyki slavyanskoy kultury, 2004.
2. Lakoff Dj., Johnson M. Metaphor, kotorymi my jivem. — M.: Editorial URSS, 2004.
3. Wierzbicka, A. (1997). Understanding Cultures through their Key Words: English, Russian, Polish, German, and Japanese. Oxford: Oxford University Press.
4. Evans, W., & Green, M. (2006). Cognitive Linguistics: An Introduction. Edinburgh: Edinburgh University Press.
5. Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. Chicago: University of Chicago Press.

2. Linguistic and cultural sources in Uzbek and English:

6. Soliyeva D.A. Language and culture: Linguistic and cultural aspects. — Tashkent: Science, 2012.
7. Toshmatova M. National mentality and linguistic concepts. — Tashkent: Ma'naviyat, 2016.
8. Karimov I.A. Language is the basis of the spirituality of the nation. — T.: Uzbekistan, 1995.
9. Rakhimov B.R. Concept and concept sphere concept // Philology issues, 2018, No. 4.
10. Kurbanova G. Metaphorical expressions in English and Uzbek: semantic analysis. — Fergana: 2020.

3. Dictionaries and corpora:

11. Oxford Advanced Learner's Dictionary. Oxford University Press.

12. Longman Dictionary of Contemporary English.

13. Explanatory dictionary of the Uzbek language. – T.: Fan, 2006.

14. Phraseological dictionary of the Uzbek language. – T.: Akademnashr, 2010.