Similarities and differences in the linguocultural features of the concepts of “nationality” And “personality” In english and uzbek languages

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Abstract. This article is devoted to the study of similarities and differences in the linguocultural features of the concepts of *nationality* and *personality* in the English and Uzbek languages. The research is based on the assumption that language reflects the system of cultural values and the mechanisms of conceptualizing social reality. The paper examines the linguistic representation of the selected concepts through lexical units, fixed expressions, evaluative characteristics, and culturally significant meanings.

The findings demonstrate that despite the presence of universal conceptual components, the content of these concepts varies depending on the cultural model of society. The English linguistic tradition predominantly emphasizes personal autonomy and individual identity, whereas Uzbek linguoculture places greater importance on collective values and social interconnectedness.

Keywords: linguoculture, concept, nationality, personality, cultural identity, linguistic worldview, conceptualization, intercultural communication, comparative analysis

INTRODUCTION

Contemporary research in linguocultural studies considers language to be a mechanism for preserving and transmitting the cultural experience of society. Linguistic units reflect speakers’ perceptions of social norms, national values, and models of interaction between individuals and the surrounding world.

Particular importance in modern humanities is attached to the study of concepts as cognitive structures that organize the perception and interpretation of reality. Concepts not only preserve accumulated cultural experience but also participate in shaping the national worldview.

The concepts of *nationality* and *personality* belong to socially significant cultural categories. Their content extends beyond dictionary definitions and includes systems of evaluation, cultural attitudes, and behavioral patterns.

A comparative investigation of English and Uzbek languages is of scientific interest due to differences in their historical development and value orientations. Such comparison enables the identification of both universal mechanisms of concept formation and nationally specific features of linguistic realization.

The aim of the study is to identify similarities and differences in the linguocultural characteristics of the concepts of *nationality* and *personality* in English and Uzbek languages.

Research objectives:

1. To characterize the concept as an object of linguocultural analysis.
2. To identify linguistic means used to represent the investigated concepts.
3. To determine common and distinctive features of English and Uzbek conceptualization.
4. To establish the relationship between linguistic characteristics and cultural values.

MATERIALS AND METHODS

The study was conducted using an integrated methodological approach combining linguocultural studies, cognitive linguistics, and comparative linguistics.

The research material consisted of lexical units, phraseological constructions, proverbs, fixed expressions, and contextual language samples from English and Uzbek reflecting ideas related to nationality and personal identity.

The following research methods were employed:

- linguocultural analysis;
- comparative analysis;
- conceptual modeling;
- contextual and interpretative analysis;
- semantic description.

The research was carried out in three stages. At the first stage, the theoretical foundations of the study were established. At the second stage, linguistic units were selected and semantic components were identified. At the final stage, the obtained data were interpreted from the perspective of cultural conditioning of linguistic meanings.

RESULTS

The analysis demonstrated that the concept of *personality* in English is predominantly structured around the ideas of independence, freedom of choice, and personal initiative. In linguistic consciousness, personality is interpreted as an active agent responsible for constructing an individual life strategy.

In Uzbek, this concept is more frequently represented through categories of social recognition, respect, and responsibility toward the collective. Social inclusion and the maintenance of harmonious interpersonal relations emerge as important conceptual components.

The investigation of the concept of *nationality* revealed several common components in both languages, including belonging, cultural memory, shared values, and identity.

At the same time, differences are manifested in conceptual emphasis. In the English linguistic tradition, nationality is more often interpreted through the framework of individual civic identity, whereas in Uzbek linguoculture national belonging is closely associated with historical continuity and collective consciousness.

DISCUSSION

The obtained findings confirm that the conceptual structure of the investigated categories is determined not only by the linguistic system but also by cultural mechanisms of interpreting reality.

The similarity of the investigated concepts lies in their function as instruments of social identity formation. However, the ways of their linguistic expression demonstrate different degrees of orientation toward individual and collective values.

The results suggest that differences in the conceptualization of personality and nationality influence the characteristics of intercultural communication and the interpretation of social roles in different linguistic communities.

CONCLUSION

The conducted study made it possible to establish that the concepts of *nationality* and *personality* in English and Uzbek languages possess both universal features associated with identity formation and nationally specific characteristics.

The research revealed that English linguoculture is predominantly oriented toward individual self-expression and personal autonomy, whereas Uzbek linguistic tradition emphasizes the social significance of personality and collective forms of self-identification.

The practical significance of the study lies in the possibility of applying the findings in linguocultural studies, cognitive linguistics, intercultural communication, foreign language teaching, and translation studies.

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