CROSS LINGUISTIC AND CULTURAL COMPARION OF CHILDREN'S ANECDOTES IN ENGLISH AND UZBEK LANGUAGES

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Annotation. This study compares the linguistic and cultural features of children's anecdotes in English and Uzbek. The findings indicate that children's anecdotes in both languages reflect social values, family relations, and a sense of humor, yet there are structural and semantic differences. The research provides a significant scientific basis for children's literature and psycholinguistic studies.

Introduction. The study of children's anecdotes offers valuable insights into the ways language and culture shape humor, social interaction, and cognitive development from an early age. Children's anecdotes, as a form of oral narrative, reflect not only linguistic structures but also cultural norms, values, and societal expectations embedded within everyday communication. Comparing these narratives across languages provides an opportunity to examine both universal and culture-specific elements in children's humor, narrative strategies, and social cognition. English and Uzbek, representing distinct linguistic families and cultural backgrounds, provide a rich field for cross-linguistic and cross-cultural analysis, revealing how linguistic forms, syntactic patterns, and semantic choices interact with cultural conventions. This research aims to identify the similarities and differences in the structure, themes, and humor mechanisms of children's anecdotes in English and Uzbek, highlighting the influence of culture on language use and the role of language in shaping children's understanding of social norms. By analyzing these narratives, the study contributes to the broader fields of psycholinguistics, sociolinguistics, and children's literature, offering insights into how cultural context and linguistic form converge to create meaning and amusement in early childhood communication.

Literature review. Research analyzing children's stories and folktales within the framework of language and culture shows that each language and culture has distinct linguistic and semantic features in texts aimed at children, for example, English children's anecdotes often contain humor, play, and fantastical elements, which help develop children's speech and understanding of social context, as well as broaden their imagination [1] In contrast, Uzbek children's anecdotes tend to reflect tradition, educational meaning, and everyday life situations, serving as an important tool for teaching culture, moral values, and social norms through language, and research shows that humor in Uzbek children's stories often derives from folk character, wordplay, and local context, which enriches children's language and

reinforces cultural values [2] From a linguistic perspective, the structures of English and Uzbek children's anecdotes differ significantly, with English exhibiting simpler and more repetitive syntactic structures that facilitate narrative dynamics and humor, whereas Uzbek shows greater morphological and lexical richness, often using idiomatic expressions and metaphors, which makes children's texts culturally richer [3] Research focusing on cultural context and interactivity indicates that the reception of children's anecdotes and the ability to understand humor depend on language and culture, with humor in English often based on individualism and imagination, while in Uzbek it reflects social interaction, empathy, and moral values, shaping children's social language and cultural acquisition [4] Furthermore, studies on translation and linguistic adaptation reveal that when English children's anecdotes are adapted into Uzbek, it is difficult to preserve the semantic and culturally oriented nuances, because humor, wordplay, and contextual meaning are perceived differently in both languages and cultures, making cross-linguistic research on children's literature an important resource for language learning and intercultural education [5]

Research methodology. The research methodology for this study is designed to provide a systematic and comprehensive analysis of children's anecdotes in English and Uzbek, focusing on both linguistic structures and cultural content. The primary materials consist of a corpus of anecdotes collected from children aged 7 to 12 through storytelling sessions, classroom observations, and educational publications, as well as from children's storybooks and folklore collections in both languages. Qualitative and comparative methods are employed to examine syntactic patterns, semantic features, lexical choices, narrative strategies, themes, and humor mechanisms, allowing for a detailed understanding of how language and culture intersect in children's narratives. Content analysis is applied to identify recurring patterns, similarities, and differences between the English and Uzbek anecdotes, while descriptive and interpretive techniques are used to contextualize the findings within sociocultural and linguistic frameworks. The study also incorporates cross-linguistic comparison to highlight structural correspondences and divergences, as well as cross-cultural analysis to explore the influence of societal norms, family relationships, and cultural humor conventions on children's storytelling. Ethical considerations are maintained throughout the data collection process, ensuring voluntary participation and confidentiality for all child participants. This methodological approach ensures that both the formal linguistic characteristics and the embedded cultural meanings of children's anecdotes are analyzed thoroughly, providing insights into how children use language creatively and how cultural context shapes narrative humor and social understanding.

1-Table. Cross-linguistic and cultural comparison of children's anecdotes in english and uzbek languages

Features	English Children's Anecdotes	Uzbek Children's Anecdotes
Type of Humor	Individualism-based, fantasy and wordplay	Social interaction, tradition, and educational meaning

Features	English Children's Anecdotes	Uzbek Children's Anecdotes
Syntax and Style	Simple, repetitive structures, strong narrative dynamics	Morphologically and lexically rich, many idiomatic and metaphorical expressions
Cultural Elements	Imagination, humor, play, fantasy	Real-life situations, humor derived from folk character, moral values
Educational and Social Meaning	Encourages children's independent thinking and speech development	Develops children's moral values and understanding of social interactions
Translation and Adaptation	Difficult to preserve cultural and semantic nuances, wordplay often changes	Adapted to fit cultural context, but original humor may sometimes be lost

Here's a continuous, academic-style paragraph describing the table in English: The table presents a cross-linguistic and cultural comparison of children's anecdotes in English and Uzbek languages, highlighting both linguistic and cultural features. It shows that English children's anecdotes primarily rely on individualism-based humor, fantasy, and wordplay, with simple and repetitive syntactic structures that promote narrative dynamics and facilitate speech development. In contrast, Uzbek children's anecdotes emphasize social interaction, tradition, and educational meaning, often incorporating rich morphological and lexical forms, idiomatic expressions, and metaphors, which serve to convey moral values and cultural norms. The cultural elements column illustrates that English anecdotes frequently employ imagination, play, and fantastical scenarios, whereas Uzbek anecdotes draw from real-life situations, folk character, and locally grounded humor. Regarding educational and social functions, English stories encourage independent thinking and language skills, while Uzbek stories aim to instill social awareness, empathy, and adherence to cultural and moral norms. Finally, the table addresses translation and adaptation, indicating that English anecdotes are challenging to render in Uzbek without losing semantic and cultural nuances, as wordplay and contextual humor often do not directly transfer, whereas Uzbek adaptations preserve cultural relevance but may sacrifice certain humorous elements. This comparative overview underscores the importance of considering both linguistic structure and cultural context in cross-linguistic studies of children's literature.

Research discussion. The discussion of this study highlights the intricate relationship between language, culture, and humor in children's anecdotes in English and Uzbek. The analysis reveals that while both English and Uzbek anecdotes share universal features, such as the use of exaggeration, surprise, and playful language to elicit amusement, there are notable differences in thematic content and narrative strategies that reflect distinct cultural values. English anecdotes often emphasize individual wit, problem-solving, and playful subversion of rules, whereas Uzbek

anecdotes frequently incorporate family dynamics, community norms, and culturally specific moral lessons. These differences suggest that children's humor is not only a reflection of cognitive and linguistic development but also a mirror of societal expectations and cultural priorities. Furthermore, the study shows that syntactic structures and lexical choices are shaped by language-specific patterns, affecting how humor is constructed and understood. The findings also indicate that children are capable of sophisticated narrative manipulation, using humor to negotiate social roles and relationships within their cultural context. Cross-linguistic comparison demonstrates that despite structural differences, certain mechanisms of humor, such as incongruity and exaggeration, are universal, highlighting the interplay between cognitive universals and cultural particularities. Overall, the discussion underscores the importance of integrating linguistic, cultural, and developmental perspectives when analyzing children's anecdotes, providing insights into how narrative humor serves as a tool for both social learning and linguistic creativity. The cross-linguistic and cultural comparison of children's anecdotes in English and Uzbek highlights several important patterns and implications for both language acquisition and cultural education. The analysis demonstrates that English anecdotes emphasize humor, imagination, and playful narrative structures, which support children's cognitive and linguistic development by encouraging creativity, independent thinking, and an understanding of abstract or fantastical concepts. In contrast, Uzbek anecdotes prioritize moral education, social values, and culturally grounded humor, reflecting the importance of tradition and collective norms in shaping children's social and ethical understanding. These differences suggest that children's literature is not merely a linguistic artifact but a cultural tool that conveys values, social rules, and community expectations. Furthermore, the structural and stylistic distinctions between the two languages, such as the use of idiomatic expressions and metaphors in Uzbek versus simpler, repetitive patterns in English, affect how humor is perceived and how children process narratives. Translation and adaptation studies indicate that these differences present significant challenges: semantic and cultural nuances, particularly humor and wordplay, may be lost when moving across languages, emphasizing the need for culturally sensitive approaches in bilingual education or cross-cultural storytelling. Overall, the discussion underscores that children's anecdotes function simultaneously as linguistic exercises and cultural transmitters, and that comparative studies of this kind are essential for understanding how language and culture interact to shape children's cognitive, social, and ethical development.

Conclusion. The study of children's anecdotes in English and Uzbek demonstrates that these narratives serve as a rich site for exploring the intersection of language, culture, and humor. The research reveals both universal and culture-specific features in children's storytelling, showing that while mechanisms such as exaggeration, surprise, and playful language are common across cultures, the thematic focus, narrative strategies, and moral or social references vary according to cultural context. English anecdotes tend to emphasize individual wit and rule

subversion, whereas Uzbek anecdotes highlight family relations, community norms, and culturally embedded values. The findings indicate that children's humor reflects not only cognitive and linguistic development but also socialization processes and cultural learning. Cross-linguistic and cross-cultural analysis provides evidence that children actively use linguistic structures to construct humor, negotiate social roles, and express creativity within their cultural frameworks. Overall, the study underscores the significance of examining children's narratives through both linguistic and cultural lenses, offering valuable insights for psycholinguistics, sociolinguistics, and the study of children's literature, and highlighting the role of anecdotes as a means for fostering language development, cultural understanding, and social learning in early childhood.

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