

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

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ABSTRACT

Anecdotes, as a form of storytelling, offer a unique insight into the language and culture of a particular community. This study aims to analyze the linguistic features and cultural themes present in children's anecdotes in both English and Uzbek languages. It highlights the importance of understanding the intersection of language and culture in children's storytelling and its implications for language learning and teaching.

Keywords: humor, storytelling style, grammatical sentence structure, direct speech, cultural values, traditions, societal norms, folklore, transmission of the language.

INTRODUCTION

Anecdotes are short, personal stories that are often used to illustrate a point or provide examples in conversations, speeches, or writing. They are usually based on real-life experiences and are often humorous or entertaining. Anecdotes can be used to engage listeners or readers, make a topic more relatable, or add a personal touch to a narrative. Children's anecdotes refer to the short stories or narratives that children tell, which can provide insights into their language use, cultural background, and cognitive development. Uzbek people especially tend to use anecdotes and short stories in their speech to make their point of view more clear and understandable. Scientific researcher Ulug'bek Yuldashev describes anecdotes as is "...one of the most popular genres of Uzbek national folklore. People laugh at kings, emirs, rich people, and representatives of religion and expose their tyrant, inferior dishonest in anecdotes. The character of main anecdotes is Afandi (Hoja Nasreddin Afandi) and he makes ordinary people's enemies shameless with his intelligence, cleverness and witty. In particular, anecdotes are called Afandi in Uzbek national folklore".[4. C. 131]

Furthermore, anecdotes are significantly popular among children of both English and Uzbek nations. We can see some information about an anecdote in the Dictionary of Uzbek language literary studies, such as anecdote is an unusual event, enjoyable story about a humorous event. An anecdote or the scene of an anecdote is the story,

written on the basis of humorous events or some episode in a literary work. [1. C. 488] Children's anecdotes are a valuable aspect of cultural heritage, serving as a means of transmitting language, traditions, and values from one generation to the next. When examining children's anecdotes in different languages, such as English and Uzbek, it becomes evident that these stories offer unique insights into the linguistic and cultural nuances of their respective communities. This article aims to explore the linguistic and cultural aspects of children's anecdotes in English and Uzbek languages, shedding light on the ways in which these stories reflect the cultural identity and language development of young individuals.

LINGUISTIC ANALYSIS

Children's anecdotes in English and Uzbek languages exhibit distinct linguistic features that reflect the specific characteristics of each language. In English anecdotes, the use of idiomatic expressions, wordplay, and humor plays a significant role in engaging young audiences. The stories often employ a conversational style and simple sentence structures to captivate children's attention. On the other hand, Uzbek anecdotes may incorporate unique linguistic devices, such as proverbs, rhymes, and traditional poetic forms, reflecting the rich oral tradition of Uzbek culture. A comparative analysis of vocabulary, sentence structures, and storytelling techniques can provide valuable insights into the linguistic diversity of children's anecdotes in these languages. Here we can analyze differences in two languages with examples:

1. "When I was a kid, my friends and I loved playing hide-and-seek in our neighborhood. One time, I found the perfect hiding spot behind a row of bushes near my house. I was so convinced that no one would find me that I fell asleep while waiting. When I woke up, it was already dark outside, and my friends had given up looking for me. They were so worried and relieved when they finally found me snoozing in my hiding spot!" (English anecdote)

2. "Two friends were having a conversation about their favorite fruits. One friend said, "I love watermelons because they are so refreshing and juicy". The other friend disagreed and said, "No way! Grapes are the best! They are small and bite-sized, perfect for snacking". They continued arguing until a wise old man overheard them. He said, "You are both wrong. The best fruit is the one that is ripe and ready to eat". (Uzbek anecdote)"

In the first anecdote we can notice very simple storytelling style and it is easy to understand for children. Syntactically, it contains some simple and complex sentences describing one person's brief story in his childhood.

On the other hand, the second Uzbek anecdote consists of sentences in direct speech of two friends. It is special structure for Uzbek version. Moreover, it has humorous and funny ending making more interesting for children. Certainly, the two

languages have distinct grammar, vocabulary, and cultural contexts that shape the way stories are told.

CULTURAL REFLECTIONS

Children's anecdotes offer a window into the cultural values, beliefs, and everyday life of the English and Uzbek-speaking communities. In English anecdotes, themes related to individualism, diversity, and moral lessons are often prevalent, reflecting the cultural ethos of Western societies. On the other hand, Uzbek anecdotes may emphasize communal values, respect for elders, and traditional customs that are integral to Uzbek culture. The portrayal of family dynamics, societal norms, and rituals in these stories provides a glimpse into the cultural heritage and socialization practices of each community. We can clearly witness this diversity in the following examples:

“Is that a white rose? Wow! I love them. My grandfather had a massive rose garden with over 200 different species. Every Friday, he'd go out into the garden, clip a dozen, and make my grandmother a bouquet. Does love like that exist anymore?” (English anecdote)

“One day, a man went to the bazaar to buy some apples. He asked the vendor, “How much are these apples?” The vendor replied, “They are 10,000 Uzbek som each”. The man was shocked and exclaimed, "That's too expensive! In the neighboring village, they sell apples for only 5,000 som!" The vendor smiled and said, “Well, if you go to the neighboring village, you'll find that they sell apples for 15,000 som!” (Uzbek anecdote)”

Role in Language Acquisition

Children's anecdotes play a crucial role in language acquisition and cultural learning for young individuals. They serve as a medium for developing language proficiency, storytelling skills, and cultural awareness. By engaging with anecdotes in their native language, children gain a deeper understanding of linguistic nuances and cultural references specific to their community. Furthermore, these stories contribute to the preservation of language and cultural heritage by instilling pride in one's cultural identity and fostering a sense of belonging within the community.

CONCLUSION

The exploration of linguistic and cultural aspects of children's anecdotes in English and Uzbek languages highlights the rich tapestry of storytelling traditions and their significance in shaping childhood narratives. By delving into the linguistic features, cultural reflections, and role in language acquisition, this comparative analysis offers valuable insights into the ways in which children's anecdotes contribute to the transmission of language and culture within diverse communities. Understanding the unique storytelling traditions of different cultures enhances our appreciation for the

diversity of human expression and the vital role that folklore plays in shaping the identities of young individuals.

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