

LEXICAL ECONOMY AND STYLISTIC DEVICES IN EDUCATIONAL DISCOURSE (UZBEK AND ENGLISH CONTEXTS)

Saidov Khayrulla Shavkatovich

*Associate Professor (PhD) of the Department of English Linguistics
Bukhara State University*

Email: x.sh.saidov@buxdu.uz

Salohiddinova Umida Nurali kizi

Bukhara State University I year student of masters degree

Abstract: *This study examines the role of lexical economy and stylistic devices in educational discourse in Uzbek and English. Lexical economy refers to the use of clear and concise language, while stylistic devices help make information more engaging and understandable. The research is based on examples from textbooks and classroom communication. The results show that both languages aim for clarity, but differ slightly in expressiveness. The study concludes that combining brevity with stylistic richness improves learning effectiveness.*

Keywords: *Lexical economy; stylistic devices; educational discourse; language teaching; metaphor; repetition; comparison; Uzbek language; English language; communication; clarity; learning process*

Introduction

Education is not only the transfer of knowledge but also a process shaped by language. The way teachers and textbooks present information affects how students understand and remember it. In this context, lexical economy and stylistic devices play an important role. Lexical economy helps present ideas clearly and briefly, which makes learning easier and more effective.

At the same time, stylistic devices such as metaphor, repetition, and comparison make educational content more interesting and easier to understand. These tools help explain complex ideas in simple ways. When comparing Uzbek and English, both languages focus on clarity, but they may differ in how expressive or structured the language is.

Methodology

This research uses a qualitative comparative method. The data were collected from educational materials such as textbooks, lesson



explanations, and simple classroom instructions in both Uzbek and English. Short examples were selected to analyze how language is used in teaching.

The analysis focused on two main aspects: lexical economy and stylistic devices. First, the study examined how short and clear sentences are used. Second, it analyzed the use of stylistic devices like metaphor, repetition, and comparison. The examples from both languages were compared to find similarities and differences.

Results

The results show that both Uzbek and English use lexical economy to make instructions clear and easy to understand. Short and direct sentences are commonly used in educational texts in both languages. This helps students focus on key ideas without confusion.

In addition, stylistic devices are widely used in both languages. Metaphors and comparisons help explain abstract concepts, while repetition emphasizes important points. Uzbek tends to be slightly more expressive, while English focuses more on structure and brevity. Overall, both approaches are effective in supporting learning.

Lexical Economy in Education

Lexical economy is widely used in textbooks, lectures, and academic writing. The goal is to avoid unnecessary words while keeping the meaning clear. In English: “Students must submit assignments” (short and direct). Instead of: “Students are required to submit their assignments in a timely manner.” In Uzbek: “Talabalar topshiriq topshiradi” (concise form). Instead of longer, repetitive explanations. This shows that both languages prefer clarity, brevity, and precision in educational contexts.

Stylistic Devices in Education: Unlike lexical economy, stylistic devices make speech or text more expressive and memorable. Even in education, teachers and writers use them to explain complex ideas. Common examples: Metaphor; “Education is a key to success.” Uzbek: “Ta’lim — kelajak kaliti.” Repetition. Used to emphasize important ideas: “Practice, practice, practice.” Comparison (Simile) “Learning is like building a house.” These devices help students understand and remember information better.

Conclusion

In conclusion, lexical economy and stylistic devices are essential in educational communication. Lexical economy improves clarity by reducing unnecessary words, while stylistic devices make learning more engaging and meaningful. Together, they create an effective teaching approach.



Although Uzbek and English differ in some linguistic features, both aim to communicate knowledge clearly. A balance between simplicity and expressiveness is key to successful education. Using both elements properly can greatly improve students' understanding and learning outcomes.

References:

1. George Lakoff & Mark Johnson (1980). *Metaphors We Live By*. Chicago: University of Chicago Press.
2. Michael Halliday (1994). *An Introduction to Functional Grammar* (2nd ed.). London: Arnold.
3. Geoffrey Leech (1969). *A Linguistic Guide to English Poetry*. London: Longman.
4. Norman Fairclough (1995). *Critical Discourse Analysis: The Critical Study of Language*. London: Longman.
5. Rod Ellis (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
6. Jeremy Harmer (2007). *How to Teach English*. Harlow: Pearson Longman.
7. Abdulla Mahmudov. *O'zbek tili stilistikasi (selected works)*.
8. Shavkat Rahmatullayev. *Hozirgi o'zbek adabiy tili*.

