

Exploring the Linguistic Differences and Similarities in Color Terminology: a Comparative Study between Uzbek and English Languages

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ABSTRACT

This article intends to provide a comprehensive examination of the lexico-semantic groups of color terms in Uzbek and English languages. By unveiling their similarities and differences, we hope to broaden our understanding of how colors are conceptually and culturally perceived in these two languages, ultimately enriching our knowledge of the intricate relationship between language and culture.

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Understanding the nuances of color terms in different languages can offer profound insights into the relationship between language, culture, and cognition. By analyzing the lexico-semantic groups of color terms in Uzbek and English, this article aims to contribute to the broader field of linguistics, with potential implications in the areas of translation, cross-cultural communication, and the study of cognitive processes associated with color perception.

Colors can have an amazing effect on objects, increasing their visual size, or reducing them, highlighting them or completely blurring their shapes. But a person goes further and makes the color work on the inner plane, distinguishing the color of life, the color of love and separation, the color of the night.

Thus, the color naming system in modern English language is characterized by significant branching and complexity, especially in that part of it, which is made up of the names of color shades.

The study of color vocabulary in fact has always been one of the aspects of the study of language pictures of the world even before the appearance of this term and the corresponding direction, as evidenced primarily by the works of L. Hjelmslev, G. Gleason, B. Whorf. According to L. Hjelmslev, "the paradigm in one language and the corresponding paradigm in another language cover the same zone of material, which, being abstracted from these languages represents an undivided amorphous continuum on which the formative action of languages has laid the boundaries. Beyond the paradigms established in different languages, we can, subtracting the differences, find such an amorphous continuum – the color spectrum in which each language arbitrarily establishes its boundaries"(1, 310–311).

On this basis, the color naming system has the following the main features of the semantic field:

- conceptual community - units included in the considered set, are exponents of one or another aspect of the concept "color";
- Structuring - a set of color naming units organized in such a way that it is possible to distinguish its core and periphery. However, in this case, not everything is so clear.

From one side, there is a center of many color terms, which is based on extra linguistic criteria - knowledge of physics, in other words, the main colors of the spectrum (red, orange, yellow, green, blue,

violet) and make up the core of the semantic field of color. All other shades will make up the near and the far periphery of this field.

Color in nature is an objective reality. On the one hand, color does not depend on people, on the other hand, in the languages of different peoples, the color palette and its perception may differ. Due to the fact that this process was slow and uneven in different languages, languages all the time "borrowed" ready-made models from each other. Scientists are interested in the etymology of coloratives.

Finally, the axiological load of adjectives of color will also be different. Traditionally, the greatest estimated load falls on the designations of the primary colors of the spectrum and sharply decreases for the names of shades.

However, a huge number of authorial connotations associated with the use of adjectives of color in an unconventional way, to create a certain mood or convey a particular meaning, cannot be excluded from the scope of consideration.

Thus, color covers all aspects of human life, and the same concept can acquire both a positive and a negative assessment. This suggests that this multifaceted concept provides many opportunities for learning not only the language, but also helps to understand the perception of representatives of various cultures of the world around them, which, of course, can be used not only in linguistics, but also in psychology.

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