The findings of this study demonstrate that effective tourism website translation requires a combination of linguistic competence, cultural awareness, and strategic adaptation. Literal translation approaches often fail to convey the persuasive and emotional impact inherent in tourism discourse, which may result in reduced attractiveness and communicative effectiveness. In contrast, translations that prioritize cultural adaptation and localization strategies are more successful in meeting the expectations of international audiences and achieving the intended promotional goals.

Cultural sensitivity emerges as a key factor in tourism website translation, as tourism texts frequently contain culture-specific elements such as traditions, cuisine, historical references, and local values. The appropriate adaptation of these elements enhances comprehension, prevents misinterpretation, and fosters positive intercultural communication. Therefore, translators must act as cultural mediators who bridge linguistic and cultural gaps between destinations and global users.

Based on the results of this study, several recommendations can be proposed. First, translators working with tourism websites should receive specialized training in tourism discourse, intercultural communication, and digital localization practices. Second, localization should be systematically integrated into translation workflows rather than treated as an optional or secondary process. Third, collaboration between translators, tourism professionals, and cultural consultants is strongly recommended in order to ensure accuracy, cultural appropriateness, and marketing effectiveness.

References:

[1]. Newmark P. A Textbook of Translation. London, Prentice Hall, 1988, 292 p.

[2]. Snell-Hornby M. Translation Studies: An Integrated Approach. Amsterdam: John [3] Benjamins Publishing, 1995, 166 p.

[4]. Dann G. The Language of Tourism: A Sociolinguistic Perspective. Wallingford: CAB International, 1996, 298 p.

[5]. Pym A. Exploring Translation Theories. London, Routledge, 2014, 210 p.

[6]. Nord C. Text Analysis in Translation. Amsterdam, Rodopi, 2005, 275 p.

Mirboboyeva Dilfuza Bakhtiyorovna (PhD, Acting Associate Professor, "Silk Road" International University of Tourism and Cultural Heritage)

COMPARATIVE ANALYSIS OF SEMANTIC UNITS REFLECTING COGNITIVE COMPETENCE IN FRENCH AND UZBEK

Annotation. *In this article, we are devoted to a comparative analysis of semantic units reflecting cognitive competence in French and Uzbek. Cognitive competence is directly related to the processes of human perception, processing and expression of knowledge through speech, and is manifested in lexical, phraseological, and grammatical units in this language. The study identifies semantic units expressing thinking, memory, evaluation, cause-and-effect relationships, and conceptual images in both languages, and analyzes their common and different aspects. While in French abstract thinking and logical structures are expressed more through grammatical means, in Uzbek semantic units based on national-cultural experience, as well as imagery, prevail. The comparative approach serves to provide a deeper understanding of the features of the expression of cognitive processes in the language system, as well as to develop effective methodological solutions in the processes of translation and foreign language teaching.*

Keywords: *cognitive competence, semantic unity, comparative analysis, French language, Uzbek language, concept, thinking, language and consciousness, language unity.*

Mirboboyeva Dilfuza Baxtiyorovna ("Ipak yo'li" xalqaro turizm va madaniy meros universitetining dots. v.b., PhD)

FRANSUZ VA O'ZBEK TILLARIDA KOGNITIV KOMPETENSIYANI AKS ETTIRUVCHI SEMANTIK BIRLIKLARNING QIYOSIY TAHLILI

Annotatsiya. *Mazkur maqolada biz Fransuz va o'zbek tillarida kognitiv kompetensiyani aks ettiruvchi semantik birliklarning qiyosiy tahliliga bag'ishladik. Kognitiv kompetensiya insonning bilimni idrok etish, qayta ishlash hamda nutq orqali ifodalash jarayonlari bilan bevosita bog'liq bo'lib, u tildagi leksik, frazeologik ,shuningdek, grammatik birliklarda namoyon bo'ladi. Tadqiqotda har ikki tilda tafakkur, xotira, baholash, sabab-oqibat munosabatlari hamda konseptual tasvirni ifodalovchi semantik birliklar aniqlanadi va ularning umumiy va farqli jihatlari tahlil qilinadi. Fransuz tilida abstrakt fikrlash hamda mantiqiy strukturalar ko'proq grammatik vositalar orqali ifodalansa, o'zbek tilida milliy-madaniy tajriba ,shunindek, obrazlilikka tayangan semantik birliklar ustunlik qiladi. Qiyosiy yondashuv kognitiv jarayonlarning*

til tizimidagi ifodalanish xususiyatlarini chuqurroq anglashga, qolaversa, tarjima va chet tilini o'qitish jarayonlarida samarali metodik yechimlar ishlab chiqishga xizmat qiladi.

Kalit so'zlar: *kognitiv kompetensiya, semantik birlik, qiyosiy tahlil, fransuz tili, o'zbek tili, konsept, tafakkur, til va ong, til birligi.*

Мирбобоева Дилфуза Бахтиёровна (Кандидат наук, исполняющая обязанности доцента, Международный университет туризма и культурного наследия «Шелковый путь»)

СРАВНИТЕЛЬНЫЙ АНАЛИЗ СЕМАНТИЧЕСКИХ ЕДИНИЦ, ОТРАЖАЮЩИХ КОГНИТИВНУЮ КОМПЕТЕНЦИЮ ВО ФРАНЦУЗСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Аннотация. *В данной статье мы посвятили себя сравнительному анализу семантических единиц, отражающих когнитивную компетенцию во французском и узбекском языках. Когнитивная компетенция напрямую связана с процессами восприятия, обработки и выражения знаний человеком посредством речи и проявляется в лексических, фразеологических и грамматических единицах этого языка. В исследовании выявлены семантические единицы, выражающие мышление, память, оценку, причинно-следственные связи и концептуальные образы в обоих языках, а также проанализированы их общие и различные аспекты. В то время как во французском языке абстрактное мышление и логические структуры выражаются в большей степени грамматическими средствами, в узбекском языке преобладают семантические единицы, основанные на национально-культурном опыте, а также на образности. Сравнительный подход позволяет глубже понять особенности выражения познавательных процессов в языковой системе, а также разработать эффективные методические решения в процессах перевода и преподавания иностранных языков.*

Ключевые слова: *познавательная компетенция, семантическое единство, сравнительный анализ, французский язык, узбекский язык, понятие, мышление, язык и сознание, языковое единство.*

Introduction. The issue of the inextricable link between language and thinking is recognized as one of the important scientific directions in modern linguistics. In particular, research conducted within the framework of cognitive linguistics shows that language units are closely related not only to communicative, but also to cognitive processes. Cognitive competence is one of the main factors determining a person's ability to perceive, understand, classify and meaningfully express existence, which is manifested through language. Therefore, the study of a comparative analysis of semantic units reflecting cognitive competence in different languages is of great scientific and practical importance.

Despite the fact that the French and Uzbek languages belong to typologically different systems, they have their own semantic means of expressing the general laws of human thinking. Each language is formed under the influence of its national culture, historical experience and mentality, and this is clearly manifested in the reflection of cognitive processes in language units. In French, logicality, abstraction, and analytical thinking are the priority, while in Uzbek, imagery, emotionality, and national concepts play an important role.

The purpose of this article is to shed light on the theoretical foundations of semantic units expressing cognitive competence in French and Uzbek and to justify the need for their comparative analysis. It is expected that the results of the study will serve to provide a deeper understanding of the relationship between language and consciousness, as well as to draw effective scientific conclusions in the fields of translation theory, foreign language teaching, and intercultural communication.

Literature review. The issue of cognitive competence and its reflection in language units has begun to be widely studied in linguistics in recent decades. In particular, the views of J. Lakoff and M. Johnson, the founders of cognitive linguistics, on conceptual metaphors serve as an important theoretical basis for explaining the relationship between language and thinking. In their studies, semantic units were interpreted as products of human experience and cognitive processes. R. Langaker's cognitive grammar theory scientifically substantiated the fact that grammatical units also have cognitive content. [3; 56- 79-p]

In French linguistics, the cognitive approach was developed through the theory of mental spaces developed by J.Fauconnier, G.Turner, which allows analyzing the logical and conceptual structure of semantic units. In Uzbek linguistics, cognitive research is a relatively new direction, and the works of Sh. Rahmatullayev, N.Mahmudov and D.Khudoyberganova covered issues of language, consciousness and national thinking. These studies analyzed the cognitive foundations of figurative units, phraseologisms and concepts in the Uzbek language [6;61–75 p].

Research methodology. In this study, a complex methodological approach was used to identify and analyze semantic units expressing cognitive competence in the French and Uzbek languages. First of all, lexical and phraseological units in both languages were studied using descriptive and structural-semantic

analysis methods. Common and different cognitive features were identified using the comparative-typological method. The conceptual analysis method serves to reveal the mental models underlying semantic units. Also, the functional properties of units in real speech are determined using contextual analysis. In order to ensure the reliability of the research results, the selected examples were taken from authentic texts.

Analysis and results. During the research, semantic units reflecting cognitive competence in French and Uzbek were comprehensively analyzed. The research results showed that in both languages, human cognitive processes, in particular perception, memory, logical inference and evaluation, are consistently expressed through linguistic units. However, the linguistic expression of these processes has significant differences under the influence of the language system and cultural factors.

In French, cognitive competence is manifested through lexical units expressing more abstract concepts and logical connections. For example, verbs such as raisonner, concevoir, analyser clearly express the analytical stages of thinking. Also, connectives and constructions expressing cause-and-effect relationships are widely used in the French language, ensuring a sequential and logically consistent expression of thought. This situation indicates that cognitive competence in French speech is formed on the basis of structural accuracy.

In the Uzbek language, cognitive processes are often expressed through figurative and emotional semantic units. Expressions such as "to understand", "to be able to understand", "to weigh" reflect the activity of thinking based on national and cultural concepts. The active use of phraseological units is shows that cognitive competence in the Uzbek language is more associated with experience and intuitive perception. This leads to the figurative manifestation of thought processes through language.[4; 90-104-p]

The results of the comparative analysis revealed that while cognitive competence in the French language is focused on individual thinking and logical analysis, in the Uzbek language it is inextricably linked to collective experience and traditional worldview. At the same time, both languages have common cognitive concepts that are universal in the processes of acquiring knowledge, understanding and drawing conclusions. This confirms the existence of common mechanisms of human thinking.

The results of the study made it possible to identify similarities and differences between semantic units reflecting cognitive competence in the French and Uzbek languages. The conclusions obtained are important for preventing loss of meaning in the translation process, as well as for the effective use of the cognitive approach in teaching a foreign language. Overall, this analysis contributes to a deeper understanding of the complex relationships between language, thought, and culture and provides a solid scientific foundation for future cognitive-linguistic research.

Conclusions and suggestions. In this article, we have conducted a comparative analysis of semantic units reflecting cognitive competence in French and Uzbek, and have shed light on the complex relationship between language and thinking on a scientific basis. The results of the study show that although cognitive processes in both languages have common universal mechanisms, their linguistic expression is closely related to national-cultural experience and mentality. In French, logic and abstract thinking are paramount, which is reflected in the use of semantic units in a clear and structured form. In Uzbek, cognitive competence is expressed more through figurative, emotional and experience-based units.

Based on the conclusions obtained, we can put forward a number of practical suggestions. First of all, the use of the principles of cognitive semantics in the translation process serves as the main tool for ensuring the adequacy of meaning. Secondly, classes based on a cognitive approach in teaching French and Uzbek allow students to develop their thinking. Also, in the future, a deep comparative study of phraseological units and concepts will develop the possibility of more effective organization of intercultural communication.

References:

[1]. Rahmatullayev Sh. O‘zbek tilining izohli frazeologik lug‘ati. Toshkent, «O‘qituvchi», 2018, 245–260-betlar.

[2]. Mahmudov N. Til va tafakkur munosabatlari. Toshkent, “Fan va texnologiya”, 2016, 112–128-betlar.

[3]. Xudoyberganova D. Kognitiv lingvistika asoslari. Toshkent, “Akademnashr”, 2019, 56–79-betlar.

[4]. Yo‘ldoshev B. Tilshunoslikda qiyosiy tahlil masalalari. Toshkent, “Universitet”, 2015, 90–104-betlar.

[5]. Nurmonov A. Umumiy tilshunoslik. Toshkent, O‘zbekiston Milliy ensiklopediyasi, 2017, 173–189-betlar.

[6]. Sodiqova M. Semantika va pragmatika muammolari. Toshkent, “Fan”, 2020, 61–75-betlar.

[7]. Qodirov Q. Til va madaniyat: kognitiv yondashuv. Toshkent, “Yangi asr avlodi”, 2021, 134–150-betlar.