cative patterns shaped through historical experience, social organization, traditions, and collective consciousness.

The interaction between language and culture becomes especially significant in intercultural communication, where different conceptual systems encounter one another. Successful communication in such contexts requires not only linguistic competence but also sensitivity toward cultural and ethnopsychological differences.

The findings confirm that language serves as a mechanism for preserving ethnic identity and transmitting cultural values across generations. The study of linguistic consciousness, speech behavior, and national worldview therefore remains one of the central directions of contemporary linguistic research.

Future investigations in ethnopsycholinguistics may focus on comparative analyses of speech behavior among different ethnic groups, the influence of globalization on national communicative models, and the transformation of linguistic consciousness in multilingual societies.

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CONSTRUCTING MASCULINITY: A COMPARATIVE STUDY OF ENGLISH AND UZBEK YOUTH SLANG

Annotation. *While gender drives language variation, cross-cultural studies on masculine youth slang remain scarce. This qualitative comparative study analyzes how masculinity is constructed in English and Uzbek youth slang using data from social media, gaming, and linguistic literature. The findings show that while male slang in both languages builds identity, solidarity, and social status, their execution reflects distinct paths. English slang is characterized by rapid lexical innovation and flexibility. In contrast, Uzbek male slang remains anchored in traditional cultural norms, even as globalization and digital spaces introduce more English borrowings. Ultimately, the study illustrates how globalization drives linguistic convergence while preserving culturally specific communication patterns.*

Keywords: *masculinity, youth slang, sociolinguistics, English language, Uzbek language, language variation, gender, identity, discourse analysis.*

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MASKULINLIKNING SHAKLLANISHI: INGLIZ VA O‘ZBEK YOSHLARI JARGONINING QIYOSIY TAHLILI

Annotatsiya. *Genderni lisoniy o‘zgarishlarga ta’sir qiluvchi omil desak-da, turli madaniyatlardagi yoshlar jargoni (slang) misolida maskulinlikni o‘rganuvchi tadqiqotlar hali ham kam. Mazkur sifat qiyosiy tadqiqot ijtimoiy tarmoqlar, geyming va tilshunoslik adabiyotlari ma’lumotlariga tayanib, ingliz va o‘zbek yoshlar jargonida maskulinlikning shakllanish xususiyatlarini tahlil qiladi. Natijalar shuni ko‘rsatadiki, har ikki tildagi erkaklar jargoni identifikatsiya, birdamlik va ijtimoiy maqomni yuzaga keltirsa-da, ularning namoyon bo‘lish yo‘llari turlichadir. Ingliz jargoni tezkor leksik innovatsiya va moslashuvchanlik bilan ajralib turadi. Aksincha, o‘zbek erkaklar jargon, garchi globallashuv va raqamli makon sababli unda inglizcha o‘zlashmalar ko‘payayotgan bo‘lsa-da, an’anaviy madaniy mezonlarga tayanadi. Xulosa qilib aytganda, tadqiqot globallashuv jarayoni lisoniy yaqinlashuv (konvergensiya)ga sabab bo‘lish barobarida, muloqotning madaniy jihatdan o‘ziga xos modellarini ham saqlab qolishini ko‘rsatib beradi.*

Kalit so'zlar: *maskulinlik, yoshlar jargoni, sotsiolingvistika, ingliz tili, o'zbek tili, til variantliligi, gender, identifikatsiya, diskurs tahlili.*

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КОНСТРУИРОВАНИЕ МАСКУЛИННОСТИ: СРАВНИТЕЛЬНЫЙ АНАЛИЗ АНГЛИЙСКОГО И УЗБЕКСКОГО МОЛОДЕЖНОГО СЛЕНГА

Аннотация. *Несмотря на то, что гендер определяет языковую вариативность, кросс-культурные исследования маскулинного молодежного сленга остаются редкими. Данное качественное сравнительное исследование анализирует конструирование маскулинности в английском и узбекском молодежном сленге на основе данных из соцсетей, гейминг-платформ и лингвистической литературы. Результаты показывают, что хотя мужской сленг в обоих языках формирует идентичность, солидарность и социальный статус, траектории их реализации различаются. Английский сленг характеризуется быстрой лексической инновационностью и гибкостью. Напротив, узбекский мужской сленг остается привязанным к традиционным культурным нормам, даже несмотря на то, что глобализация и цифровизация внедряют в него все больше английских заимствований. В конечном итоге исследование показывает, как глобализация стимулирует языковую конвергенцию, одновременно сохраняя культурно-специфические модели коммуникации.*

Ключевые слова: *маскулинность, молодежный сленг, социолингвистика, английский язык, узбекский язык, языковая вариативность, гендер, идентичность, дискурс-анализ.*

Introduction. Language is a fundamental means through which individuals construct identity and establish social relationships. Sociolinguistic research has demonstrated that language variation is systematically influenced by social factors such as age, gender, and culture [11;112–115-b.]. Among these variables, gender plays a critical role in shaping linguistic behavior, making the relationship between language and gender a premier area of sociolinguistic inquiry.

Youth slang stands out as one of the most dynamic forms of language variation. It is characterized by rapid lexical innovation, constant evolution, and its utility in expressing identity, solidarity, and social status [7;42-b.]. The growth of digital communication has significantly accelerated the spread of slang through global platforms such as TikTok, Instagram, Reddit, Telegram, and YouTube. Consequently, English has become a primary global source of contemporary youth slang, influencing many regional languages, including Uzbek [6;78–80-b.].

Masculinity is increasingly viewed as a socially constructed identity that is expressed through performance, language, and interaction rather than as a purely biological characteristic [5; 71]. Male youth slang therefore provides a valuable window into how young men linguistically negotiate confidence, group solidarity, and social status. Previous studies suggest that male speakers frequently employ direct, humorous, and competitive language to construct their masculine identity [9;134–136-b., 3;89–91-b.]. In Uzbek linguistics, scholars have similarly emphasized the close relationship between language, culture, and communication, highlighting the influence of social change on linguistic development [16;45-b., 13;22–25-b., 14;67-b.].

Despite growing interest in youth language, comparative studies of masculinity in English and Uzbek youth slang remain scarce. Therefore, this study examines the linguistic features and communicative functions of male youth slang in both languages, exploring the influence of globalization and digital media on contemporary masculine communication.

Literature review. The relationship between language and society has been a central focus of sociolinguistic research for decades. Labov [11;180–184-b.] demonstrated that linguistic variation is systematically structured by social factors such as age, gender, and social class, establishing the theoretical foundation of variationist sociolinguistics. This seminal work highlighted that language reflects speakers' social identities and immediate communicative contexts.

Research on language and gender was significantly advanced by Lakoff [12;53–56-b.], who argued that linguistic differences between men and women are deeply shaped by socially constructed gender roles. Expanding this perspective, Holmes [9;152–155-b.] emphasized that male speakers often use language to express status, competition, and solidarity, while Coates [3;94–96-b.] noted that humor, teasing, and verbal play are defining features of male peer interaction. Similarly, Connell [5;77–81-b.] introduced the concept

of hegemonic masculinity, suggesting that masculine identity is continuously constructed and expressed through language and social practices.

Youth slang has also received considerable scholarly attention because of its role in identity formation. Eble [7; 63-65] defines slang as an informal variety of language that strengthens group identity and distinguishes insiders from outsiders. Likewise, Allan and Burridge [1; 24-26] argue that slang performs expressive and social functions, enabling speakers to communicate complex attitudes, emotions, and shared experiences. According to Crystal [6;92-b.], digital communication and social media have accelerated the creation and global spread of slang, making English a major source of lexical borrowing across diverse languages.

In Uzbek linguistics, Safarov [16;88–92-b.] emphasizes the importance of pragmatics in understanding language use within its specific communicative context. Mahmudov [13;54–58-b.] highlights the intrinsic relationship between language, culture, and national identity, while Nurmonov [14; 104-106] argues that lexical innovation directly reflects ongoing social and cultural shifts. Their foundational studies provide a valuable theoretical framework for examining contemporary youth slang in Uzbekistan. Although previous research has explored sociolinguistics, gender, and slang independently, comparative studies of masculinity in English and Uzbek youth slang remain limited. This study addresses this gap by examining the lexical features, communicative functions, and sociocultural influences that shape masculine slang in both languages.

Research methodology. 1. Research design. This study adopts a qualitative comparative research design to examine the linguistic construction of masculinity in English and Uzbek youth slang. A qualitative approach was selected because it enables an in-depth analysis of lexical choices, communicative functions, and pragmatic strategies within their sociocultural contexts. Rather than focusing on the frequency of slang expressions, the study investigates how language is employed by young male speakers to construct identity, establish social relationships, and negotiate group membership. The research is grounded in comparative sociolinguistics, allowing similarities and differences between English and Uzbek male youth slang to be examined systematically. This approach provides insight into both universal characteristics of masculine language and culture-specific linguistic practices.

2. Data collection. The linguistic data were collected from multiple sources to ensure authenticity and diversity. English slang expressions were gathered from publicly available content on TikTok, Reddit, Instagram, YouTube, Discord, and online gaming communities, where youth slang develops rapidly through everyday interaction. Uzbek examples were collected from Telegram channels, Instagram pages, TikTok videos, university students' online communication, and other forms of digital discourse commonly used by young speakers. To complement naturally occurring data, examples were also selected from contemporary sociolinguistic studies and online slang dictionaries. Only lexical items that were widely recognized among young speakers and actively used in contemporary communication were included in the analysis.

3. Methods of analysis. The collected data were analyzed using four complementary methods. Lexical analysis was employed to identify frequently occurring slang expressions and their meanings. Semantic analysis examined the contextual meanings and semantic shifts associated with these expressions. Pragmatic analysis focused on the communicative functions of slang, including solidarity, humor, competition, evaluation, and identity construction. Finally, comparative analysis was conducted to identify similarities and differences between English and Uzbek masculine slang. The interpretation of the findings was informed by variationist sociolinguistics [11;201–205-b.], theories of language and gender [9;160-b., 5;84-b.], and Uzbek pragmalinguistic approaches [16;114-b.].

Analysis and results. The analysis demonstrates that masculine youth slang in both English and Uzbek serves as a linguistic resource for expressing solidarity, negotiating social status, constructing masculine identity, and reinforcing peer-group relationships. Although globalization has contributed to the increasing similarity of youth slang across languages, important cultural differences remain in the ways masculinity is expressed through language.

1. Brotherhood and solidarity. One of the most prominent characteristics of male youth slang is the expression of friendship and group solidarity. In both English and Uzbek, young men frequently employ informal forms of address that reinforce interpersonal closeness and group identity.

Table 1

Expressions of brotherhood

English	Uzbek	Communicative Function
Bro	Brat	Friendship
Homie	Aka	Group identity
My guy	Do‘stim	Solidarity
Fam	O‘zimizniki	In-group membership

Example (English): *“Bro, you handled that situation perfectly.”*

Example (Uzbek): *“Brat, bugun zo‘r o‘ynading.”*

These expressions function primarily as markers of social affiliation rather than literal kinship. Their frequent use reflects the importance of peer solidarity and mutual validation in male communication. As noted in contemporary lexicographical projects, the cross-cultural evolution of terms like *bro* demonstrates how traditional concepts of kinship are reshaped to serve immediate conversational goals and construct in-group boundaries within male peer groups [15].

2. **Competition and social status.** The findings indicate that masculine slang frequently emphasizes achievement, confidence, and social status. Such expressions are particularly common in sports, gaming, and online discourse.

Table 2

Competition-Oriented Slang

Expression	Meaning
GOAT	Greatest of All Time
Flex	Display achievements
Sigma	Independent and confident male
Alpha	Dominant individual
W	Success
L	Failure
Zo‘r	Excellent
Gap yo‘q	Outstanding
Krutoy	Cool, respected

Example (English): *“He’s the GOAT. Nobody can beat him.”*

Example (Uzbek): *“Gap yo‘q, bugungi o‘yining juda zo‘r edi.”*

These expressions reflect the weight of competition and peer recognition in constructing masculine identities. Modern dictionaries highlight that acronimic innovations such as *GOAT* (Greatest of All Time) have completely migrated into general urban speech to denote peak performance and hierarchy [2]. In the Uzbek context, empirical data shows that even while adapting Russian loans (e.g., *krutoy*) or English structural forms, male speakers utilize status slang significantly more often than female peers to claim social dominance and peer prestige [10;14-b.].

3. Humor and verbal interaction. Humor represents another central feature of masculine communication. Young men often employ slang to tease friends, create entertainment, and strengthen interpersonal relationships. Common cross-cultural expressions include: *clown, roast, troll, cringe,* and *NPC (Non-Player Character)*.

Unlike direct insults, these expressions frequently function as forms of playful interaction that reinforce rather than weaken social relationships [3;118–120-b.]. Within male friendship groups, humorous teasing or ironizing behaviors serve as indicators of high familiarity, trust, and shared subcultural knowledge.

4. Gaming and digital culture. Digital culture has become one of the most influential sources of contemporary masculine slang. Online gaming communities have introduced numerous expressions that have subsequently entered everyday conversation.

Table 3

Gaming-Related Slang

Expression	Meaning
Noob	Inexperienced player
Carry	Lead a team to victory
Buff	Improve performance
Nerf	Reduce effectiveness
AFK	Away from keyboard

Although these expressions originated strictly within gaming spaces, they are increasingly used metaphorically in general youth discourse. Recent research into internet culture shows that the adoption of terminology like *noob* or *carry* allows young males to map virtual achievement metrics directly onto real-life situations, solidifying their gender performativity through technological literacy [4]. For instance, the expression *noob* is frequently applied to any inexperienced person regardless of the task, illustrating the seamless expansion of digital vocabulary into daily life.

Conclusion. This study examined the linguistic construction of masculinity in English and Uzbek youth slang from a comparative sociolinguistic perspective. The findings indicate that male youth slang serves multiple communicative functions, including the expression of solidarity, identity, humor, competition, and social status. Despite increasing globalization and the widespread influence of English-language digital media, Uzbek male youth slang continues to reflect national cultural values and communicative traditions.

The comparative analysis revealed both similarities and differences between the two linguistic communities. English youth slang demonstrates greater lexical innovation and rapid development, whereas Uzbek youth slang combines indigenous expressions with borrowed English vocabulary that has been adapted to local linguistic and cultural contexts. These findings highlight the interaction between globalization and cultural identity in shaping contemporary youth language.

The study contributes to sociolinguistic research by providing a comparative analysis of masculinity in English and Uzbek youth slang and by demonstrating the role of slang in the construction of masculine identity. Future research may expand the scope of this study by employing larger linguistic corpora, quantitative methods, or cross-cultural comparisons involving additional languages and digital communities. Such research would further enhance our understanding of gendered language variation and the continuing evolution of youth slang in the digital era.

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TASK-BASED LEARNING FOR ADULT LEARNERS: A SMALL-SCALE STUDY ON IMPROVING SPEAKING SKILLS IN AN ESL CLASSROOM

Annotation. *This paper explores how task-based learning (TBL) works with adult English learners. As a student teacher, I tried TBL in my currently working educational center with 12 adult general English learners. I used pre- and post-speaking tests plus a simple survey. The results showed better fluency and more confidence after four weeks of tasks like role-plays and information gaps. This matches what other studies say about TBL helping adults because it feels real and practical. Limitations include the small group and no control class. Implications for teachers and ideas for future work are discussed.*

Keywords: *Task-Based Learning, TBL, adult learners, general English, speaking fluency, confidence, role-plays, information gaps, educational center, ESL/EFL.*

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KATTA YOSHDAGI O‘QUVCHILAR UCHUN VAZIFAGA ASOSLANGAN TA’LIM: ESL SINFXONASIDA OG‘ZAKI NUTQ KO‘NIKMALARINI RIVOJLANTIRISH BO‘YICHA KICHIK KO‘LAMLI TADQIQOT

Annotatsiya. *Ushbu maqolada vazifalarga asoslangan o‘qitish (Task-Based Learning, TBL) Yoshi katta ingliz tilini o‘rganuvchilar bilan qanday ishlayotgani o‘rganiladi. Talaba-o‘qituvchi sifatida men hozirgi ishlayotgan ta’lim markazimda 12 nafar katta umumiy ingliz tili o‘quvchilari bilan TBLni sinab ko‘rdim. Oldindan va keyingi og‘zaki sinov testlari hamda oddiy so‘rovnoma ishlatildi. Natijalar to‘rt hafta davomida rol o‘ynash va ma’lumot bo‘shliqlari kabi vazifalardan so‘ng ravonlik va ishonchning yaxshilanganini ko‘rsatdi. Bu boshqa tadqiqotlarning kattalarga TBL yordam berishi haqidagi xulosalariga mos keladi, chunki u real va amaliy tuyuladi. Cheklovlar kichik guruh va nazorat sinfining yo‘qligini o‘z ichiga oladi. O‘qituvchilar uchun oqibatlar va kelajakdagi ishlar uchun g‘oyalar muhokama qilinadi.*

Kalit so‘zlar: *vazifalarga asoslangan o‘rganish tizimi, TBL, ta’lim markazi, og‘zaki sinov testlari, so‘rovnoma, rol o‘ynash metodi.*

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ОБУЧЕНИЕ НА ОСНОВЕ ЗАДАНИЙ ДЛЯ ВЗРОСЛЫХ УЧАЩИХСЯ: НЕБОЛЬШОЕ ИССЛЕДОВАНИЕ ПО УЛУЧШЕНИЮ НАВЫКОВ УСТНОЙ РЕЧИ В КЛАССЕ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

Аннотация. *В данной статье исследуется, как работает обучение на основе заданий (Task-Based Learning, TBL) со взрослыми, изучающими английский язык. Как студент-практикант, я применил TBL в образовательном центре, где сейчас работаю, с группой из 12 взрослых учащихся общего английского. Были проведены пред- и пост-тесты говорения, а также простой опрос. Результаты показали заметное улучшение беглости речи и уверенности в себе после четырёх недель занятий с заданиями, такими как ролевые игры и информационные пробелы. Эти выводы соответствуют результатам других исследований, которые отмечают, что TBL помогает взрослым, потому что задания кажутся реальными и практически полезными. Среди ограничений - небольшая выборка и отсутствие контрольной группы. В статье обсуждаются практические выводы для преподавателей и предложения для дальнейших исследований.*

Ключевые слова: *обучение на основе заданий, TBL, взрослые обучающиеся, общий английский, беглость речи, уверенность, ролевые игры, информационные пробелы, образовательный центр, ESL/EFL.*

Introduction. Adult learners are different from kids in language classes. They bring life experience, want practical skills for jobs or daily life, and learn best when things connect to their needs (Knowles, 1975). Traditional grammar lessons sometimes feel boring or too hard for them because they already know what they want to say but struggle with speaking fluently.

Task-Based Learning (TBL) is an approach where students do real tasks using the language instead of just studying rules. Jane Willis (1996) explains a framework with three stages: pre-task (get ready), task cycle (do the activity), and post-task (talk about language). In TBL, the focus is on meaning and completing