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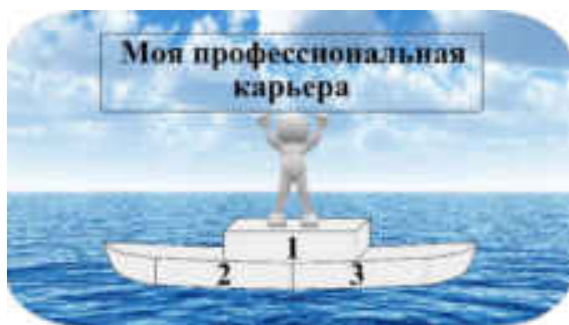


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**Международный научно-образовательный электронный журнал
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Название публикации: «A COMPARATIVE ANALYSIS OF SIMILARITIES AND DIFFERENCES IN TONGUE TWISTERS ACROSS UZBEK AND ENGLISH»

Abstract

Tongue twisters – known as “tez aytishlar” in Uzbek and simply “tongue twisters” in English – suggests a wide area where phonetics, cultural traditions, and language learning intersect. This article investigates their structural function, sound patterns, vocabulary choices, and cultural significance using tools from comparative linguistics and applied English language teaching. Through carefully chosen examples from both tongues, it highlights common techniques such as sound repetition and rhythmic play, while also uncovering key contrasts shaped by each language’s unique sound system, rules of harmony, and societal background. Ultimately, these fun verbal puzzles not only sharpen pronunciation skills but also reveal deeper insights into cultural identity and mental processing. The discussion learns useful lessons for teaching foreign languages, helping with speaking difficulties, and developing understanding between nations.

Keywords: tongue twisters, comparative linguistics, Uzbek tez aytishlar, English phonetics, alliteration, applied English teaching, cross-cultural sound patterns, speech production

Introduction

By applied linguistics, tongue twisters have always paid attention from researchers and language learners. These quick, tricky phrases push the boundaries of how we use our mouths and tongues, turning simple talking into an fun challenge. English, a language with Germanic roots and a long tradition of poems full of repeated sounds, features well-known lines like “Peter Piper picked a peck of pickled peppers.”

Meanwhile, Uzbek -Turkic language influenced by ancient connections and current reforms – has its own lively tongue twisters, such as “Qo‘ng‘iroq qo‘g‘irchoqnikimi, qo‘zichoqnikimi?” which carry a special musical flow.

Practical English teaching methods and the point of comparative linguistics, this work looks closely at how tongue twisters compare and contrast between Uzbek and English. It breaks down their sound features, sentence patterns, meanings, and social roles to show how each language’s built-in rules shape these kind of playful expressions. The examples come straight from folk stories and modern linguistic sources, keeping the approach fair and grounded in real evidence. In the end, the study suggests that although basic ideas of repeating sounds connect these traditions, their differences point to the special “character” of each language’s sounds – and this knowledge can directly help teachers working in English as a Foreign Language settings or bilingual programs in Uzbekistan.

Shared Phonetic Features: Common Hurdles in Sound Production

Fundamentally, tongue twisters in both languages make some difficulties through repeated sounds that check the speaker’s control his own speech and motions. The technique of alliteration, where starting consonants echo each other, stands out as a core subject. In English, the “p” sounds in “Peter Piper picked a peck of pickled peppers” demand quick shifts between upper and lower lip closures, making vibration. Uzbek examples like “Asad asil asal saqlaydi” repeat “s” and “a” in a flowing several of hissing noises, much like the way English plays with fricative sounds.

Both sets of phrases also use pairs of nearly identical words or slight sound variations to create mix-ups. Take the English classic “She sells seashells by the seashore,” which mixes s” and “j” in a slippery way. A parallel Uzbek one, “Ayiqlasal yaladi, asalari taladi,” toys with “a” and “l” patterns that make a similar frictional tension, though Uzbek’s system of matching vowels front-to-back extras. Cross-language phonetic research backs up this common ground, showing that tongue twisters everywhere focus on nearby or opposing sounds within each language’s set of possibilities.

Rhythm and stress further strengthen the challenge in both languages. English often follows patterns of strong and weak beats, as it can be seen in “Betty Botter bought some butter,” which can trick the speaker into slipping. Uzbek twisters, taking from older storytelling and song forms, rely on syllable timing and vowel length - yet piling up consonants such as “q”, “g”, and “t” creates an equally knotty effect. These overlapping strategies point to shared mental efforts like the mind has to override natural blending of sounds while still including the right words.

Distinct Phonetic Challenges: Hurdles Unique to Each Language’s Sound Inventory

Even with these overlaps, the actual collection of sounds in Uzbek and English languages differs enough to create completely various kinds of difficulties. English features tricky groups of consonants and special tooth-edge hisses like “θ” and “ð”, so its twisters often zero in on contrasts between tongue and lip positions. The long question “How much wood would a woodchuck chuck if a woodchuck could chuck wood?” stacks “w”, “ʊ”, and “tʃ” together, taking the benefit of the English language’s habit of squeezing vowels and allowing sounds at the ends of syllables. Phrases playing with “r” and “l,” such as “Truly rural,” also expose variations in how different English dialects handle these liquids.

Uzbek, on the other hand, boasts a fuller set of deeper throat sounds (“q”, “g”, “x”, “o”) and a strict rule that vowels must match in frontness, backness, and rounding in the mouth. Lines like “Qo‘ng‘iroq qo‘g‘irchoqnikimi, qo‘zichoqnikimi?” demand exact control of the back-of-the-tongue stop and throat adjustments that feel strange to most English speakers. The heavy use of “q” calls for pulling the tongue root farther back – a motion far less common in English. Another favorite twister, “To‘lqin turpni to‘rda to‘pladi,” stacks “t”, “o”, and a rolled “r” while respecting vowel harmony and the language’s tendency to add endings.

These contrasts also appear in how stress and timing work. English is stress-timed, shortening unstressed parts; Uzbek keeps syllables more even, preserving clear vowel sounds even when spoken quickly. As a result, Uzbek twisters can feel more fluid yet still demand pinpoint consonant accuracy, whereas English ones punish any blurring of vowels or careless linking. Recent comparative work points out that English

twisters lean toward fresh sound complexity, but Uzbek samples weave in rhythm and everyday cultural references from farming or family life style. For English teachers in Uzbekistan, these gaps increase teaching opportunities: students can practice English “k” breath control by first mastering the Uzbek “q”, building stronger awareness of their own speech habits.

Vocabulary, Meaning, and Sentence Patterns

In terms of chosen words, both traditions show daily life – animals, meals, the natural world – but color them with local flavors. English twisters often give human traits to creatures or shopping scenes, echoing ancient countryside and trading stories. Uzbek ones tend to picture home and village scenes, as in “Ahmad aka Rahmat akani ko‘rdi” or the playful “Ali, Vali, G‘ani, Sayfi, Said qani?,” which indicate family ties and togetherness.

On the meaning side, many of them mean like tiny riddles or playful nonsense. The English “I scream, you scream, we all scream for ice cream” delights through sound-alike tricks but joy. Uzbek phrases such as “Taqqa to‘qqa tog‘li to‘qqa” pack in echo words and visual hints that make extra sense to those familiar with the culture.

Sentence-wise, both keep things short and direct, but Uzbek’s habit of stacking suffixes creates compact forms that English reaches by joining words. Studies of Uzbek twisters show they mostly use side-by-side clauses, much like the balanced lists preferred in English.

Socially, these phrases play similar yet separate parts. In English-speaking places they show up in kids’ books and therapy sessions. In Uzbek tradition they belong to spoken customs shared in neighborhood get-togethers or at home, strengthening fame in the language after independence. While both help with clear speaking and bring smiles to faces, English ones often spotlight personal skill, and Uzbek ones encourage group fun and shared joy with learners.

Practical Lessons for Language Teaching and Applied Linguistics

Also, these observations hold real value for teaching English as a foreign language. Uzbek students commonly trip over English hissing sounds and liquid letters because their own system highlights other contrasts. Pairing drills like “She sells seashells”

with “Asad asil asal saqlaydi” can speed up progress. At the same time, native English speakers learn from uvular-sound practice through local twisters. Specialists in speech correction and program planners in bilingual universities across Uzbekistan can create materials that respect both histories, making learning easier.

Conclusion

Tongue twisters in Uzbek and English exactly show both what all human languages share and what makes each one special. The common threads of sound echoing, quick repetition, and light-hearted difficulty show universal notion for all in how we think and speak. At the same time, contrasts arising from different consonant sets, vowel rules, and cultural pictures celebrate the wonderful variety of expression. English versions sparkle with their piled-up clusters and beat patterns; Uzbek tricky tongue twisters charm through balanced melody and people spirit. More than simple games for children, they gain serious linguistic lessons and handy tools for teachers, therapists, and scholars. Later research could look at online versions or brain scans of people who speak both languages, strengthening the connection between comparative study and everyday English teaching. Having enjoyed these “twisted” phrases, we sum up honoring the pleasure and richness that come from crossing linguistic and cultural borders.

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