



образовательную практику. Перспективным направлением является расширение функционала цифровых инструментов с использованием алгоритмов машинного обучения для прогнозирования индивидуальных трудностей студентов [3, p. 702]. Дальнейшие исследования должны охватить более широкую выборку и включить лонгитюдный анализ устойчивости достигнутых результатов, а также сделать мобильное приложение данной технологии для ОС Android и iOS.

### **СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ**

1. Баранова И. И., Чуваева К. М. Учет межъязыковой интерференции при обучении студентов из Китая русскому языку // Русистика. – 2012. – № 1. – С. 56–62.
2. Щукина О. В., Кривошапова Н. В., Луговская Е. Г. Фонетическая и грамматическая интерференция при обучении русскому и иностранному языкам билингвов: монография. – Тирасполь: Изд-во Приднестровского государственного университета, 2018. – 116 с.
3. Chen X., Zhao Y. Artificial Intelligence in Personalized Language Learning: A Meta-Analysis // Computer Assisted Language Learning. – 2022. – Vol. 35, No. 4. – P. 689–716.
4. Ellis R. The Study of Second Language Acquisition. – 2nd ed. – Oxford: Oxford University Press, 2008. – 1020 p.
5. Godwin-Jones R. Emerging Technologies: AI and Language Learning // Language Learning & Technology. – 2019. – Vol. 23, No. 2. – P. 5–14.
6. Heift T., Schulze M. Errors and Intelligence in Computer-Assisted Language Learning: Parsers and Pedagogues. – New York: Routledge, 2007. – 312 p.
7. Holmes W., Bialik M., Fadel C. Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. – Boston, MA: Center for Curriculum Redesign, 2019. – 272 p.



### LINGUO-COGNITIVE ANALYSIS OF THE “LAUGHTER” FRAME IN ENGLISH AND UZBEK AND ITS APPLICATION THROUGH INNOVATIVE TEACHING METHODS

**Lobar SHOKIROVA**

Master's student of UzSWLU  
shakirovalobar4@gmail.com

**Abstract.** *This article analyzes the linguo-cognitive characteristics of the “laughter” frame in English and Uzbek and explores effective methods of teaching this frame through innovative instructional approaches. Humor, as a cultural and cognitive phenomenon, is conceptualized differently in each language. The study examines how learners can develop humor comprehension skills using modern pedagogical techniques.*

**Keywords:** *laughter frame, humor, linguo-cognitive analysis, English language, Uzbek language, innovative methods, language teaching, intercultural communication.*

Humor is one of the essential cognitive components of human communication, reflected uniquely in each linguistic and cultural system. From a linguo-cognitive perspective, humor is shaped through distinct frames that vary across languages. (Nimra Noor, 2024) In English and Uzbek, the laughter frame demonstrates semantic, pragmatic, and cultural differences. This article examines the conceptual structure of laughter in both languages and discusses how these insights can enhance language teaching practices.

Cognitive linguistics suggests that each language constructs humor through a specific cognitive structure. (Raskin, 1985) In English, humor often relies on irony, sarcasm, and wordplay, whereas Uzbek humor is deeply rooted in folklore, proverbs, and witty narratives.

Linguo-cognitive features of the laughter frame:

a) The laughter frame in English:

- Satire, irony, puns, and sarcasm serve as major components.
- Humor is frequently generated through unexpected semantic shifts.
- Cultural context plays an important role.

b) The laughter frame in Uzbek:

- Latifas, anecdotes, and satirical characters are dominant elements.
- Wisdom and humor are often expressed through proverbs and sayings.
- Social and cultural context is highly emphasized.

c) Cognitive differences:

- English humor tends to reflect individual cognition and subtlety.
- Uzbek humor reflects collective thinking and shared cultural experiences.

Teaching humor in a foreign language classroom is not simply about making lessons entertaining – it is a powerful cognitive and cultural tool. The laughter frame helps learners understand how different societies conceptualize humor, how meaning shifts in context, and how pragmatic cues influence communication. (Attardo, 1990) Because humor often contains metaphor, implicit meaning, cultural references, and non-literal language, working with the laughter frame develops students' skills in:

- interpreting figurative language,



- understanding contextual meaning,
- recognizing cultural norms and values,
- improving communicative flexibility,
- and strengthening intercultural competence.

When teachers integrate humor purposefully, students become more confident in real-life communication, especially in informal or cultural interactions. Furthermore, laughter-based activities increase motivation, reduce classroom anxiety, and create a positive learning environment – all of which enhance language acquisition.

Building on the pedagogical importance of humor, several methods can be used to effectively integrate the laughter frame into language teaching:

Meme-based learning – using English and Uzbek memes to demonstrate differences in humor structure, cultural references, and semantic shifts. This helps students quickly grasp how humor reflects collective cultural thinking.

a) Role-play with humorous scenarios – students act out scenes involving irony, exaggeration, misunderstandings, or wordplay. This improves their spontaneous language use and pragmatic competence.

b) Digital humor analysis – we can use short TikTok, YouTube, or Instagram videos to show real-life humor in context. Students analyze why the content is funny, what cultural expectations it relies on, and how meaning changes.

c) AI-assisted humor creation – learners generate jokes, complete humorous dialogues, or compare translations of jokes using AI tools. This strengthens creativity, improves vocabulary use, and teaches how humor changes across languages.

d) Humor translation tasks – students compare English and Uzbek humorous texts and attempt to translate them. This highlights the challenges of cross-cultural humor interpretation and improves both linguistic accuracy and cultural awareness.

The laughter frame in English and Uzbek reflects distinct cognitive and cultural backgrounds. Incorporating innovative teaching methods enables learners to better understand these differences, enhancing intercultural competence and deepening comprehension of linguistic pragmatics. Humor-based instruction reveals essential cognitive, pragmatic, and cultural layers of both languages.

## REFERENCES

1. Attardo, S. (1994). *Linguistic Theories of Humor*. Berlin: Mouton de Gruyter.
  2. Raskin, V. (1985). *Semantic Mechanisms of Humor*. Dordrecht: Reidel Publishing.
  3. Kövecses, Z. (2015). *Where Metaphors Come From: Reconsidering Context in Metaphor*. Oxford University Press.
  4. Noor N., Aniq R., Tuba R. (2024) *A Cognitive Study of Humor: A Pragmatic and Sociocultural Approach*. Mars publishers.
  5. <https://zenodo.org/records/14748205>
  6. Hodjaev, M. (2019). *Linguopoetic Features of Humor and Satire in the Uzbek Language*. Tashkent: Fan Publishing.
- Darussalam, A. (2022). Teaching grammar by using task-based language learning (TBLT) in TEFL for English education study program. *PEEL Journal*.