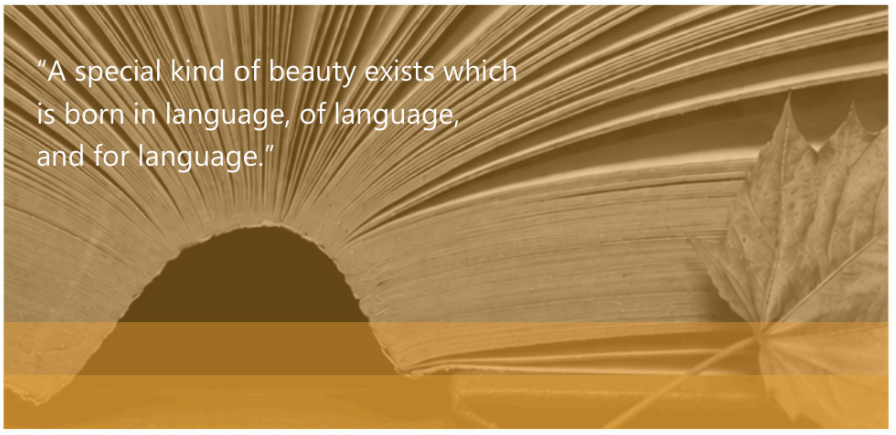
VOLUME 10, OCTOBER 2026
ISSN: 3060-4958







The Lingua Spectrum



UZBEKISTAN STATE WORLD
LANGUAGES UNIVERSITY

MORE INFO:

www.lingvospektr.uz

t.me/thelinguaspectrum

Jalolova G.M.	Structural-semantic classification and etymological layers of astrological vocabulary in English and Uzbek	146
Abduxakimova G.	A Lexico-Semantic Comparative Analysis of Euphemisms Related to the Body, Health and Private Life in Contemporary English and Uzbek Media Discourse (Social Media, Online News and Blogs)	153
Dalieva M.Kh.	Lexical and pragmatic features of English-language media headlines: a corpus study of world health organization news releases	161
Baynazarov Z.M.	Language policy in the Timurid period and the status of the Turkic language	169
Im S.B.	Gallicisms and the Ways They Entered the Russian Language	181
Im S.B.	Karamzin as the Creator of the French Culture of Sensibility in the Russian Language	189
Siddikova F.O.	The representation of hospitality in English and Uzbek: A Comparative Linguocultural Analysis	195
Sadinova M.A.	Binary conceptual oppositions in the linguistic worldview: The life – death model	204
Umarova J.Zh.	Evaluative Language and Metaphor in Museum Discourse: Assessing AI-Based Analysis of the Savitsky Museum Catalogue	228
Xojanov Sh.B.	The study of phraseological units based on modern linguistic theories in K. Karimov's novel "Agabiy"	239
Azimova D.A.	The System of Non-Canonical Antonym Pairs in English Presidential Speeches and Proverbs (Non-Canonical Antonyms as Powerful Rhetorical Instruments)	246
Nasirova R.A.	Phraseological and Paremiological Conceptualization of Moral Values in English and Uzbek	254
Kambarova M.A.	Universal and National-Specific Features in English and Russian Proverbs (based on Proverbs about Homeland)	260
Djalilov M.M.	Neologisms and abbreviations: the interaction of word-formation processes in modern linguistics	267
Sabirova B.U.	The lexical-semantic analysis of Uzbek pragmalinguistic terms "lingvistik kontekst, vaziyat konteksti, ijtimoiy konteks va kognitiv kontekst"	273
Karimova Z.G'.	Illocutionary features of modal and interjection word-sentences in typologically different languages	282
Borisova Ye.V.	Linguistic representation of blame and responsibility in public corporate apologies	289
Yahyaeva E.V.	Vocative words and vocative sentences in Azerbaijani	301
Musayeva S.	Structural and semantic features of phraseological units in the form of word combinations and sentences in Azerbaijani	310

The lexical-semantic analysis of Uzbek pragmalinguistic terms “lingvistik kontekst, vaziyat konteksti, ijtimoiy konteks va kognitiv kontekst”

Sabirova Bernara Umarjanovna[8]
bernarasabirova89@gmail.com
Lecturer, PhD Researcher,
Urgench State University named after Abu Rayhan Biruni

Annotation *This article examines four Uzbek-language terms used in pragmalinguistic discussion-lingvistik kontekst (“linguistic context”), vaziyat konteksti (“situational context”), ijtimoiy kontekst (“social context”), and kognitiv kontekst (“cognitive context”) – from a lexical-semantic and comparative perspective. Rather than treating these labels as automatically standardized terms, the study investigates their conceptual boundaries, semantic components, relations, and English-language equivalents. The theoretical framework draws on work in pragmatics, relevance theory, discourse studies, and contextualization. The analysis suggests that the four terms are best understood as analytically distinguishable but interacting dimensions of interpretation: linguistic context supplies co-text; situational context concerns the immediate communicative event and its material circumstances; social context captures participant roles, relationships, and institutional norms; and cognitive context concerns assumptions and knowledge accessible to interlocutors. These dimensions overlap in actual discourse and should not be represented as mutually exclusive categories. The article proposes a working terminological model for Uzbek academic writing and identifies a need for corpus-based validation using Uzbek-language scholarly and naturally occurring discourse data.*

Keywords *Pragmalinguistic terminology, linguistic context, situational context, social context, cognitive context, lexical semantics, Uzbek linguistics, comparative analysis*

O‘zbek pragmalingvistik terminlari “lingvistik kontekst, vaziyat konteksti, ijtimoiy kontekst va kognitiv kontekst”ning leksik-semantik tahlili”

Sabirova Bernara Umarjanovna
bernarasabirova89@gmail.com
O‘qituvchi, tayanch doktorant,
Abu Rayhon Beruniy nomidagi Urganch davlat universiteti

Annotatsiya *Mazkur maqolada pragmalingvistik tadqiqotlarda qo‘llaniladigan o‘zbek tilidagi to‘rtta termin – lingvistik kontekst (“linguistic context”), vaziyat konteksti (“situational context”), ijtimoiy kontekst (“social context”) va kognitiv kontekst (“cognitive context”) leksik-semantik hamda qiyosiy nuqtayi nazardan tadqiq etiladi. Ushbu terminlar avtomatik ravishda standartlashgan birliklar sifatida qabul qilinmasdan, ularning konseptual chegaralari, semantik tarkibiy qismlari, o‘zaro munosabatlari va ingliz tilidagi muqobillari tahlil qilinadi. Tadqiqotning nazariy asosini pragmatika, relevantlik nazariyasi, diskurs tadqiqotlari va*

[8] Sabirova B.U. — ORCID: 0000-0001-8305-8133

kontekstualizatsiyaga oid ilmiy qarashlar tashkil etadi. Tahlil natijalari mazkur to'rtta terminni talqin jarayonining o'zaro ta'sirlashuvchi, biroq analitik jihatdan farqlanuvchi o'lchamlari sifatida tushunish maqsadga muvofiqligini ko'rsatadi: lingvistik kontekst verbal qurshov va matniy aloqalarni qamrab oladi; vaziyat konteksti bevosita kommunikativ hodisa hamda uning moddiy-sharoit omillarini ifodalaydi; ijtimoiy kontekst muloqot ishtirokchilarining rollari, o'zaro munosabatlari va institutsional me'yorlarini aks ettiradi; kognitiv kontekst esa muloqot ishtirokchilari uchun mavjud bo'lgan bilimlar va taxminlarni qamrab oladi. Real diskursda ushbu o'lchamlar bir-biri bilan kesishadi, shu sababli ularni o'zaro mutlaqo mustaqil kategoriyalar sifatida talqin qilish to'g'ri emas. Maqolada o'zbek tilidagi ilmiy yozuv uchun ishchi terminologik model taklif etiladi hamda uni o'zbek tilidagi ilmiy matnlar va tabiiy muloqot ma'lumotlari asosida korpus tahlili orqali tekshirish zarurligi asoslanadi.

Kalit so'zlar *Pragmalingvistik terminologiya, lingvistik kontekst, vaziyat konteksti, ijtimoiy kontekst, kognitiv kontekst, leksik semantika, o'zbek tilshunosligi, qiyosiy tahlil*

Лексико-семантический анализ узбекских прагмалингвистических терминов "лингвистический контекст, ситуативный контекст, социальный контекст и когнитивный контекст"

Сабирова Бернара Умаржановна
bernarasabirova89@gmail.com
Преподаватель, докторант,
Ургенчский государственный университет
имени Абу Райхана Беруни

Аннотация *В статье четыре термина узбекского языка, используемые в прагмалингвистических исследованиях, – lingvistik kontekst («лингвистический контекст»), vaziyat konteksti («ситуативный контекст»), ijtimoiy kontekst («социальный контекст») и kognitiv kontekst («когнитивный контекст») – рассматриваются с лексико-семантической и сопоставительной точек зрения. Вместо того чтобы априори считать данные обозначения стандартизированными терминами, автор исследует их концептуальные границы, семантические компоненты, взаимосвязи и английские эквиваленты. Теоретическую основу исследования составляют научные подходы в области прагматики, теории релевантности, дискурс-анализа и контекстуализации. Результаты анализа показывают, что указанные термины целесообразно рассматривать как аналитически различимые, но взаимодействующие измерения интерпретации: лингвистический контекст включает вербальное окружение и связи между элементами текста; ситуативный контекст охватывает непосредственное коммуникативное событие и материальные условия его протекания; социальный контекст отражает роли участников коммуникации, их взаимоотношения и институциональные нормы; когнитивный контекст включает знания и предположения, доступные*

участникам общения. В реальном дискурсе эти измерения пересекаются, поэтому их не следует трактовать как взаимоисключающие категории. В статье предлагается рабочая терминологическая модель для узбекскоязычного академического письма и обосновывается необходимость её проверки посредством корпусного анализа научных текстов на узбекском языке и данных естественной коммуникации.

Ключевые слова *Прагмалингвистическая терминология, лингвистический контекст, ситуативный контекст, социальный контекст, когнитивный контекст, лексическая семантика, узбекское языкознание, сопоставительный анализ*

Introduction

Meaning in communication is not defined or considered to be correct or appropriate by the dictionary meaning or grammatical structure of an utterance. The interpretation of an expression depends on its relation to preceding and following discourse, the circumstances in which it is produced, the social relations among participants, and the assumptions they can reasonably treat as available. This observation makes context a central concept in pragmatics and a productive object for terminological analysis. The present article focuses on four terms circulating in Uzbek-language discussion of pragmatic interpretation: lingvistik kontekst, vaziyat konteksti, ijtimoiy kontekst, and kognitiv kontekst.

The research problem has two connected parts. First, the terms designate related but non-identical conceptual dimensions. If they are used interchangeably, an analysis may confuse linguistic evidence with situational information, social norms, or inferential assumptions. Second, the Uzbek labels are often discussed alongside English-language terms. Their apparent equivalence should therefore be tested at the level of conceptual content, not inferred solely from word-for-word translation.

The aim of the article is to describe the lexical-semantic structure of the four terms and establish a comparative framework for their use in Uzbek pragmalinguistic writing. The objectives are:

a) to summarize relevant theoretical approaches to context;
b) to define the semantic core of each term;
c) to compare their English equivalents;
d) to identify overlaps, contrasts, and likely translation risks; and
e) to propose
f) guidelines for consistent academic usage.

The study is significant for terminological standardization, translation, academic writing, and the teaching of pragmatics. Its contribution is a working semantic map that distinguishes the four categories while showing how they cooperate during interpretation. The analysis is conceptual and literature-based; claims about frequency or standardization are not made without a dedicated corpus as it is essential to emphasize that the concept of communication is broader than that of interaction, since it encompasses various forms of interaction as well as methods of message transmission (Sabirova, 2025).

Literature review

Classic pragmatic work treats context as indispensable to the interpretation of deixis, presupposition, implicature, speech acts, and conversational structure. Levinson's Pragmatics provides an influential overview of the relation between linguistic expressions and context, with a substantial chapter on deixis (Levinson,

1983). Deictic expressions such as *I, here,* and *now* cannot be fully interpreted without relating them to the utterance situation. This supports the broader principle that linguistic form and contextual information interact.

Relevance theory places inferential processes and contextual assumptions at the centre of communication. Sperber and Wilson argue that comprehension involves the construction and testing of contextual assumptions, not merely decoding a linguistic signal. The linguists describe the work as a theory of communication and cognition that addresses background information and spontaneous inference (Sperber and Wilson, 1995). This approach is especially relevant to the term *kognitiv kontest*.

Discourse-oriented approaches challenge the view that context is merely a fixed external setting. Fetzer's "Contexts in context: Micro meets macro" categorizes social, sociocultural, linguistic, and cognitive context and argues that *context* is also interactionally constructed and negotiated (Fetzer, 2010). Her framework is particularly useful because it places several of the categories examined here within one relational model.

For Uzbek-focused work, Zebokhon Musaeva through her work titled "The role of context in pragmatic interpretation" discusses *physical, linguistic, cognitive,* and *social context* and their effects on speaker intention and implicature (Musaeva, 2025). The article is directly relevant to the current investigation. A recent Uzbek pragmalinguistic glossary also defines kontekst broadly as linguistic, pragmatic, social, and physical factors that support interpretation. Such sources show that contextual terminology is active in Uzbek-language academic discourse, while leaving open questions about preferred labels and definitions.

Basing on Masharipova N.O. and Sabirova B.U. research on tautology (English pragmalinguistic term) from a pragmatic perspective, tautology can be useful in a specific *communicative context*, serving such purposes as engaging the audience, emphasizing key points, and enhancing the overall expressiveness and impact of speech (Masharipova & Sabirova, 2025).

The expansion of its terminological meaning is reflected in the different interpretations offered by various scholarly schools (Sabirova, 2026).

Methodology

The article uses a qualitative, literature-based comparative method. The unit of analysis is the term together with its definition, typical conceptual features, and relation to neighbouring terms. The principal comparison is between the Uzbek forms and the English labels *linguistic context, situational context, social context,* and *cognitive context*. The analysis is not a statistical study of term frequency; it does not claim to establish the prevalence of one form over another.

Four stages have been used to clarify the lexical-semantic functions of the terms. First, definitional analysis identifies the semantic core of each term. Second, componential analysis separates features such as "verbal co-text," "physical circumstances," "participant relationship," and "accessible assumptions." Third, contrastive analysis examines where two terms overlap and where they differ. Fourth, contextual interpretation challenges the proposed distinctions against constructed examples that illustrate plausible communicative situations. The examples are analytical illustrations, not quotations from different sources.

The term "lingvistik kontekst"

Lingvistik kontekst is used here as the Uzbek equivalent of linguistic context. Its central semantic feature is the surrounding linguistic material that helps determine the interpretation of a word, phrase, sentence, or discourse segment. This includes co-text before and after the expression, grammatical relations, lexical collocations, anaphoric links, discourse markers, and the organization of turns in dialogue. The term is therefore narrower than "all circumstances relevant to interpretation."

Consider the sentence "U yana keldi" ("He/she came again"). The interpretation of yana ("again") depends partly on the linguistic co-text: preceding sentences may identify the person, the location, and the earlier event. In "Malika eshikni ochdi. U ichkariga kirdi" ("Malika opened the door. She went inside"), the antecedent of *U* is resolved through a relation between clauses. Such cases show that linguistic context supports reference, cohesion, and the interpretation of discourse relations (Yule, 1996).

The English term *linguistic context* is broadly intelligible, but "co-text" can be more precise when the analysis concerns only surrounding verbal material. Accordingly, *lingvistik kontekst* may be retained as the general term, while *matniy kontekst* or *co-text* may be used where the author specifically means textual surroundings. This distinction avoids extending "linguistic context" to include non-linguistic factors such as the participants' status or the physical environment.

Lexical-semantic features of the term include *linguistic material, local* or *discourse-level relation, interpretive support,* and *textual continuity*. Its paradigmatic relations include association with co-text, anaphora, cohesion, collocation, and discourse structure. It contrasts with *situational context* when the relevant information is not encoded in the surrounding verbal sequence.

The term "vaziyat konteksti"

Vaziyat konteksti corresponds most closely to situational context and, in some frameworks, to the context of situation. It denotes the circumstances in which a communicative event occurs:

a) participants' immediate physical surroundings, the time and place of interaction, the activity under way, relevant objects, and the practical purpose of the exchange. The precise scope varies across theoretical traditions, so the term should be defined explicitly in each study.

For example, the utterance "Deraza ochiq" ("The window is open") may be a neutral observation, a complaint about cold air, or an indirect request to close the window. The immediate setting – whether the room is cold, whether the speaker is shivering, and whether the addressee is near the window – can guide interpretation. The linguistic form remains the same, but the intended communicative force changes with the situation.

Situational context should not be equated with *social context*. A meeting room, a classroom, or a kitchen is part of the situation; the relative authority of a manager and an employee, teacher and student, or elder and younger interlocutor belongs to the social dimension. In real interactions, the two dimensions are connected: a classroom is an institutional setting, and its participant roles influence what utterances are appropriate.

The semantic components of vaziyat konteksti can be represented as immediate event, time/place, physical circumstances, ongoing activity, and practical relevance. In English academic writing, "situational context" is a safe general equivalent, but "context of situation" may be preferable where a specific theoretical tradition uses that expression. A translator should not assume that the two English forms are fully interchangeable in every framework.

The term "ijtimoiy kontekst"

Ijtimoiy kontekst corresponds to social context. Its semantic centre is the socially organized relationship among communicative participants and the norms associated with their roles, identities as made relevant in interaction, institutional positions, degrees of familiarity, and expectations of politeness or authority. Unlike linguistic context, it is not primarily constituted by verbal material; unlike situational context, it concerns social relations and conventions rather than only the immediate physical event (Brown, Levinson, 1987).

Compare "Iltimos, hujjatni yuboring" ("Please send the document") with "Hujjatni

hoziroq yubor!" ("Send the document right now!"). Both can refer to the same practical action, but their suitability depends on the relationship between participants, the institutional setting, urgency, and the norms of the interaction. A request from a supervisor to a subordinate may be interpreted differently from the same request between close friends. Social context helps explain these differences (Yule,1996).

The term is related to sociolinguistic variables, politeness, register, institutional discourse, power, solidarity, and social deixis. However, these are not synonyms. Social context is the broader interpretive domain; politeness and social deixis are phenomena that can be analysed within it. The term should therefore not be used as a substitute for any one of these narrower concepts.

A working componential definition is: "the set of socially relevant relations, roles, norms, and expectations that shape the production and interpretation of an utterance." This definition allows social context to include both relatively stable structures and locally negotiated relationships. It also avoids treating social identities as fixed explanations: an analyst must show how a social factor becomes relevant to the interaction rather than infer it from a participant label alone.

The term "kognitiv kontekst"

Kognitiv kontekst corresponds to cognitive context. In relevance-theoretic and related approaches, it is not simply the physical surroundings or a speaker's private mental state. It concerns the assumptions, background knowledge, memories, beliefs, and contextual information that an interlocutor can access and use in drawing inferences. The relevant context is selective and dynamic: participants do not activate every piece of knowledge they possess, but construct an interpretation using assumptions that appear relevant.

If a person says "U yana kechikdi" ("He/she is late again"), a listener may infer that the person has been late before, that punctuality was expected, or that the speaker is dissatisfied. Some of these interpretations depend on linguistic content; others depend on shared experience and assumptions. Cognitive context helps explain how hearers derive meanings that are not explicitly stated (Grice, 1975).

It is important not to define *cognitive context* as identical to "common knowledge." Common ground is one important resource, but cognitive context may include assumptions that are not mutually known or equally shared. The listener may also revise assumptions during the conversation (Clark, 1996). This dynamic view is consistent with relevance theory, which emphasizes inference and contextual effects in verbal comprehension.

The term's semantic components include *accessible assumptions, background knowledge, inferential processing, memory and belief,* and *contextual updating*. In translation, "cognitive context" is a direct and useful equivalent, but the author should specify whether the term refers to an individual's accessible assumptions, shared knowledge, or a broader cognitive environment. These concepts overlap, yet they should not be collapsed into a single undifferentiated label.

Comparative lexical-semantic analysis

The four terms share a broad semantic component: each identifies information that contributes to interpretation beyond a *decontextualized lexical meaning*. Their contrast lies in the kind of information foregrounded. Linguistic context foregrounds verbal co-text; situational context foregrounds the immediate communicative event and its circumstances; social context foregrounds participant relations and norms; cognitive context foregrounds assumptions and inferential resources available to the interpreter.

The terms therefore form a related conceptual field rather than a strict set of mutually exclusive categories. A single utterance can activate all four dimensions simultaneously. In "Siz bu hujjatni bugun

topshirsangiz yaxshi bo'lardi" ("It would be good if you submitted this document today"), the surrounding discourse may identify "this document" (linguistic context); the deadline and workplace setting provide situational context; the relationship between speaker and addressee shapes the indirectness of the request (social context); and assumptions about deadlines and consequences contribute to inference (cognitive context).

A semantic analysis should distinguish a term's denotation from its use in a particular theoretical framework. The Uzbek phrase *ijtimoiy kontekst* may have a transparent compositional meaning, but a published author can define it more narrowly or broadly. Consequently, translation equivalence is not established by lexical matching alone. It requires comparison of definitions, examples, and theoretical commitments.

For terminological consistency, the article recommends using each term with a brief operational definition at first mention. Where a study uses *"context"* as an umbrella concept, the four subtypes should be described as analytical dimensions. Where a theoretical source proposes a different taxonomy, the source's own terminology should be preserved and the difference explained rather than silently normalized.

Gumperz views conversational interpretation as a context-bound inferential process in which participants draw on linguistic knowledge, physical circumstances, interpersonal relationships, and sociocultural assumptions to interpret communicative intentions. His account of contextualization emphasizes that speakers use verbal and non-verbal cues, including prosody, speech style, and interactional signals, to guide the interpretation of utterances. From this perspective, context is not merely an external setting; it also involves the socially and interactionally organized resources through which participants infer meaning and understand one another's intentions (Gumperz, 1982).

Contextual example analysis

Example 1: "Bu yer juda sovuq." ("It is very cold here.")

Linguistic context may identify the referent of bu yer ("here") through prior discourse. Situational context includes the temperature, the room, and the speaker's physical experience. Social context may influence whether the utterance is understood as a complaint, an indirect request to close a window, or a neutral observation. Cognitive context includes assumptions about comfort, the availability of heating, and the addressee's ability to act. The same sentence can therefore perform different communicative functions.

Example 2: "Sizdan bir narsani so'rasam bo'ladimi?" ("May I ask you something?")

The linguistic form is an interrogative, but its pragmatic function is commonly that of a pre-request or a polite opening. The situational context tells us what activity is beginning; social context explains why deference or mitigation may be appropriate; cognitive context supplies expectations about how requests are normally initiated. The example shows why no single contextual category is sufficient for a complete analysis.

Example 3: "Yana shu masala?" ("This issue again?")

The word yana ("again") requires an antecedent event or prior occurrence, so linguistic context is relevant. The speaker's tone and the ongoing activity contribute situational evidence. The social relation affects whether the utterance sounds teasing, impatient, or critical. Shared memories of repeated discussion support the cognitive inference that the matter has been raised before. These examples illustrate interaction among dimensions rather than a rigid classification.

Discussion and Analyses

The analysis supports a layered account of contextual meaning. The four terms are analytically useful because they are responsible for different sources of interpretive evidence visible. Nevertheless, their boundaries remain permeable. A workplace hierarchy is social, but

it may also be part of the institutional situation; shared knowledge is cognitive, but it may originate in repeated social interaction; linguistic co-text can create assumptions that become part of a hearer's cognitive context.

The distinction between *linguistic* and *cognitive context* is especially crucial. The former concerns the linguistic material available in discourse, while the latter concerns assumptions used in interpretation. A sentence may explicitly mention a fact or opinion, making it part of the linguistic input, while the listener uses that fact as an assumption in reasoning. The same piece of information can thus have a linguistic source and a cognitive role without making the two terms synonymous.

A second vital difference is between situational and social context. Physical location and ongoing activity do not fully explain the social meaning of an utterance. Conversely, social roles do not determine interpretation mechanically; participants may negotiate, resist, or temporarily suspend expected roles. A sound pragmatic analysis must identify evidence for the relevance of a contextual factor in the specific interaction.

For Uzbek academic terminology, the four labels are transparent and broadly interpretable, but consistency requires explicit definitions and reliable examples. The term *kontekst* itself can function as an umbrella label. Researchers should avoid presenting one taxonomy as universally accepted unless the claim is supported by a relevant source. They should also distinguish a term's linguistic form from the concept it names, particularly when comparing Uzbek scholarship with English-language literature.

Implications for translation and terminology

In English–Uzbek translation, the closest equivalents are *linguistic context – lingvistik kontekst; situational context – vaziyat konteksti; social context – ijtimoiy kontekst; and cognitive context – kognitiv kontekst*. These pairings are useful working equivalents, not a guarantee of complete conceptual identity. The translator should inspect the source author's definition and surrounding argument before choosing a target-language form.

Three practical rules are advisable to follow. First, preserve a source's established technical term when the text belongs to a named theoretical framework. Second, add a short explanatory gloss when the Uzbek term could be interpreted broadly or differently by the intended readership. Third, do not translate "context of situation" mechanically as *vaziyat konteksti* if the source uses it as a historically specific theoretical term; instead, explain the framework and maintain terminological consistency.

For Uzbek-language academic writing, a glossary entry should include the Uzbek term, the English equivalent, a concise definition, the conceptual features that distinguish it from related terms, and at least one example. If a term is used differently by different scholars, the entry should identify those differences rather than erase them. This approach supports transparency and makes comparative research reproducible.

Conclusion

This article has proposed a comparative lexical-semantic account of four Uzbek pragmalinguistic terms: *lingvistik kontekst, vaziyat konteksti, ijtimoiy kontekst, and kognitiv kontekst*. The analysis indicates that they name related but distinguishable dimensions of interpretation. Linguistic context concerns co-text and discourse relations; situational context concerns the immediate event and its material circumstances; social context concerns participant relations, roles, and norms; and cognitive context concerns accessible assumptions and inferential resources.

The main summary is that these terms should not be treated as synonyms. Their explanatory value depends on maintaining the distinction between verbal evidence, immediate circumstances, social organization, and cognitive inference. At the same time, actual communication routinely combines all

four dimensions, so the categories are best viewed as interacting analytical perspectives rather than isolated containers.

For Uzbek pragmalinguistics, the proposed working definitions can support clearer terminology, translation practice, and comparative research. However, claims about standardization and usage frequency require additional evidence from dictionaries, academic publications, dissertations, and the like. The next stage should therefore combine terminological analysis with corpus-based investigation and consultation of the exact source editions used in the final article.

This demonstrates the appropriateness of adopting an integrated approach to the study of pragmalinguistic terms, based on the sequence: "term → concept → semantic content → context → communicative function → interpretation." (Sabirova, 2026).

References:

1. Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
2. Clark, H. H. (1996). *Using language*. Cambridge University Press.
3. Fetzer, A. (2010). Contexts in context: Micro meets macro. In S.-K. Tanskanen, M. L. Helasvuo, M. Johansson, & M. Raitaniemi (Eds.), *Discourses in interaction*. 13–32. John Benjamins Publishing Company. https://doi.org/10.1075/pbns.203.04fet
4. Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics: Vol. 3. Speech acts*. 41–58. Academic Press.
5. Gumperz, J. J. (1982). *Discourse strategies*. Cambridge University Press.
6. Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
7. Masharipova, N. O., & Sabirova, B. U. (2025). Ingliz tilidagi pragmalingvistik termin "tautology" (tavtologiya)ning leksik-semantik tahlili. *Ilm sarchashmalari*, (11), 183–186. https://ilmsarchashmalari.urdu.uz/user-media/issues_files/2025-11.pdf
8. Musaeva, Z. (2025). The role of context in pragmatic interpretation. *Society and Innovations, 6*(5/S), 297–302. https://doi.org/10.47689/2181-1415-vol6-iss5/S-pp297-302
9. Sabirova, B. (2025). Lexical-semantic study of the pragmalinguistic terms "communicative competence" and "communication" in the English language. *Journal of Advanced Linguistic Studies, 12*(2), 1016–1027. https://bahripublications.co.in/pdf/JALS/JALS%2C%20No.%202%2C%20Jul-Dec%202025/77%20-%20Lexical-semantic%20study%20of%20the%20-%20FULLY%20FINAL.pdf
10. Sabirova, B. (2026a). Ingliz pragmalingvistik terminlari "anaphora" va "ambiguity"ning leksik-semantik tadqiqi. *Tamaddun Nuri Jurnali, 9*(II qism, 84), 257–264. https://doi.org/10.69691/3nte1v55
11. Sabirova, B. (2026b). Ingliz tilidagi pragmalingvistik terminlar "politeness" va "polysemy"ning leksik-semantik tahlili. *Tamaddun Nuri Jurnali, 9*(II qism, 84), 246–253. https://doi.org/10.69691/1fj2ps41
12. Sperber, D., & Wilson, D. (1995). *Relevance: Communication and cognition* (2nd ed.). Blackwell.
13. Yuldosheva, M. (2025). *Pragmalingvistik terminlarning izohli lug'ati: Uslubiy qo'llanma*. Mashrab. https://ilmiykutubxona.com/id/eprint/1723
14. Yule, G. (1996). *Pragmatics*. Oxford University Press.