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SOCIOLINGUISTIC FEATURES OF UZBEK AND ENGLISH SLANG AND DIALECTS IN TECHNOLOGY-ENHANCED EDUCATION

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Abstract. This article investigates the sociolinguistic features of slang and dialectal vocabulary in Uzbek and English within technology-enhanced educational environments. Using a mixed-methods approach, the study analyzes how non-standard lexical forms function as markers of social identity, regional affiliation, and generational belonging among learners. Empirical data from spoken interaction and digital educational platforms reveal that Uzbek dialectal expressions such as *"gap yo'q," "zo'rku," "ketvordim,"* and *"kelopman"* perform pragmatic and affective functions similar to English slang forms like *"chill," "gonna,"* and *"no worries."* The findings indicate that incorporating sociolinguistic awareness into technology-mediated education enhances communicative competence and cultural inclusivity.

Annotatsiya. Mazkur maqolada texnologiyaga asoslangan ta'lim muhitida ingliz va o'zbek tillaridagi sleng hamda shevaga xos leksikaning sotsiolingvistik xususiyatlari tahlil qilinadi. Tadqiqot natijalari sheviy va norasmiy birliklar o'quvchilar orasida identifikatsiya, solidaritet va kommunikativ moslashuv vositasi sifatida xizmat qilishini ko'rsatadi.

Аннотация. В статье анализируются социолингвистические особенности сленга и диалектной лексики в узбекском и английском языках в условиях цифрового образования. Полученные результаты свидетельствуют о том, что учет языковой вариативности способствует развитию коммуникативной и культурной компетенции обучающихся.

Keywords: sociolinguistics, slang, dialects, technology-enhanced education, identity
Kalit so'zlar: sotsiolingvistika, sleng, sheva, raqamli ta'lim, identifikatsiya
Ключевые слова: социолингвистика, сленг, диалект, цифровое образование, идентичность

1. INTRODUCTION

In contemporary education, particularly within technology-enhanced learning environments, linguistic diversity plays an increasingly important role. Learners bring with them not only standardized language forms but also dialectal and slang expressions shaped by regional, social, and generational factors. Despite their prevalence, such forms are often excluded from formal educational discourse. From a sociolinguistic perspective, slang and dialects function as socially meaningful linguistic resources rather than deviations from normative language use.

2. LITERATURE REVIEW

Variationist sociolinguistics emphasizes that linguistic variation is systematically conditioned by social variables such as age, gender, and social networks (Labov, 1972). Eckert (2008) argues that non-standard forms index social meanings and identities. English slang has been widely examined in relation to youth culture and digital communication, whereas Uzbek dialectal lexicon has primarily been studied from a descriptive rather than sociolinguistic perspective.

3. RESEARCH METHODOLOGY

The study employed a mixed-methods design combining qualitative and quantitative approaches. Data were collected through semi-structured interviews with university students, observation of

classroom interaction, and analysis of digital educational communication. Ethical principles were observed, and participation was voluntary.

4. ANALYSIS AND RESULTS

The findings demonstrate frequent use of Uzbek dialectal and slang expressions in informal educational contexts. Examples include *"gap yo'q"* (approval), *"zo'rku"* (emphatic evaluation), *"e, bo'ldi-da"* (pragmatic closure), *"ketvordim"* (urban colloquial form), and *"kelopman"* (Fergana dialect). These expressions function as markers of solidarity, informality, and regional identity. Comparable patterns were observed in English through slang forms such as *"gonna," "chill,"* and *"no worries."*

5. CONCLUSION AND RECOMMENDATIONS

The study confirms that slang and dialectal vocabulary play a significant role in technology-enhanced education by facilitating learner engagement and identity expression. Educational practices should incorporate sociolinguistic awareness to foster inclusive and effective communication.

Recommendations include:

- integrating dialect awareness into teacher education,
- designing linguistically inclusive digital learning environments,
- promoting further comparative sociolinguistic research.

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