# VERBALIZATION OF THE CONCEPT OF YOUTH IN DIFFERENT LANGUAGES

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**Abstract**
This article analyzes the verbalization of the concept of "youth" in different languages based on cognitive linguistics and semantic theories. Fillmore's "Frame Semantics" approach, Lakoff and Johnson's metaphor theory, and Wierzbicka's semantic universals are used as methodological foundations for studying this concept. The article highlights the interpretation of this concept, along with its semantic and cognitive characteristics, using examples from various languages.

**Keywords**: Verbalization, semantic analysis, cognitive linguistics, intercultural communication, linguistic differences.

## Introduction

Language, as a reflection of human cognition, conveys phenomena emerging under various cultural and social conditions. Cross-linguistic semantic studies reveal that similar concepts are verbalized differently in different languages. The concept of "youth" is shaped not only through biological and social meanings but also through cultural and psychological symbols.

The concept of "youth" represents a particular stage in human life, and each language provides its unique interpretation. In English, the word "youth" refers to the period of youth and the younger generation. In Russian, "юность" specifically denotes the youth period, while "молодежь" signifies the younger generation. In Uzbek, the word "yosh" encompasses both biological age and the younger generation. In Japanese, "若者" (*wakamono*) refers to the younger generation, while "青春" (*seishun*) emphasizes the beauty and hopefulness of youth.

According to Fillmore's "Frame Semantics" theory (1982), the concept of "youth" forms various semantic frames associated with biological, social, and symbolic aspects. For example, youth as a stage of life, the role of younger generations in society, and youth as a symbol of energy and hope.

In English, the concept of "youth" verbalizes through words, phrases, and metaphors such as "youth," "young age," "teenager," and "adolescence." For instance, the phrase "Adolescence is a challenging period of growth" highlights adolescence as a stage of life. Metaphorical expressions like "Youth is the springtime of life" portray youth as a period of new beginnings and hope.

In Russian, the verbalization of "youth" includes words like "юность" (youth period), "молодежь" (young people), and "молодость" (youthfulness). The metaphorical expression "Юность – весна жизни" (Youth is the springtime of life) similarly depicts youth as a dynamic and hopeful stage.
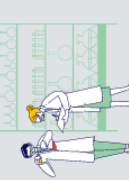
In Uzbek, the concept of "yosh" refers to biological age and the younger generation, often shaped by context. It appears in phrases such as "yosh," "yoshlar" (youth), and "navqironlik" (youthfulness). Expressions like "Yoshlik hayotning gul fasli" (Youth is the blooming period of life) highlight its metaphorical significance.

In Japanese, the concept of "youth" is expressed through terms like "若者" (*wakamono*, younger generation) and "青春" (*seishun*, youth period). The metaphorical expression "青春は人生の春だ" (*Seishun wa jinsei no haru da* – Youth is the spring of life) aligns with other languages' symbolic interpretation.

Different cultures interpret the concept of "youth" in diverse ways. In Western cultures, youth is associated with freedom and individualism, whereas in Eastern cultures, it reflects responsibility and service to society. Hofstede's intercultural communication theory (1991) explains these differences through societal values and structures. For instance, Japanese terms emphasize youth as an integral part of society, while English focuses on individualistic perspectives.

Lakoff and Johnson (1980) emphasize that metaphors are fundamental to human thought. The metaphor "Youth is a journey" portrays youth as a process of growth and development. Additionally, the Frame Semantics approach highlights the versatility of the concept in different contexts. For instance, the English expression "Youth empowerment" reflects the broader semantic range of the concept.

The cross-linguistic verbalization of "youth" reveals its semantic and cognitive complexity, as well as its intercultural uniqueness. Analyses in English, Russian, Uzbek, and Japanese demonstrate that this concept is symbolically and meaningfully interpreted differently in each language and culture. In English, "youth" symbolizes freedom and hope; in Russian, "юность" represents energy and dynamism. In Uzbek, "yosh" conveys future hopes and responsibilities, while in Japanese, "青春" (*seishun*) emphasizes the beauty and potential of youth.

Intercultural differences highlight that language reflects not only biological or social processes but also cultural values. This analysis helps better understand the concept of youth in both global and local contexts. Future research should explore additional languages and their socio-cultural contexts to provide a deeper understanding of this concept.

**Conclusion**

Thus, the study of the concept of **"youth"** in different languages reveals its semantic, cognitive, and cultural complexity. The analysis of English, Russian, Uzbek, and Japanese languages highlights both universal and unique features of its verbalization. In English, the concept of "youth" is associated with individuality, freedom, and new opportunities, whereas in Russian, "юность" emphasizes the dynamism and energy of this life stage. The Uzbek language combines biological age with social responsibility, while Japanese focuses on the beauty and potential of youth through symbolic and poetic expressions. Cross-cultural comparison shows that the linguistic worldview reflects not only objective realities but also cultural values and stereotypes. The concept of "youth" in each culture carries symbolic meaning that shapes the perception of this life stage. Further research can focus on expanding the linguistic and cultural
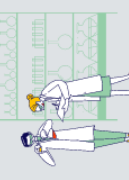
context to gain a deeper understanding of the universals and unique features of the concept from a global perspective.

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