DISCOURSE ANALYSIS IN THE UZBEK CONTEXT: INSIGHTS FROM FAIRCLOUGH, KRESS, AND TAYLOR

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Abstract: *Discourse analysis has already become a central focus of research across linguistics, social sciences, media and education. The following article is synthesizing three strands, namely Norman Fairclough's Critical Discourse Analysis, Gunther Kress's multimodal social-semiotic approach, and Simon Taylor's broad overview of discourse analysis. Along with explicating core concepts, this paper discusses methodological implications in Uzbekistan, with recent Uzbek studies of educational and identity discourse. This article argues that merging CDA with power, ideology in multimodal analysis can provide a framework for examining contemporary communicative events in Uzbekistan's multilingual context.*

Keywords: *discourse analysis, critical discourse analysis, multimodality, Fairclough, Kress, Taylor, Uzbekistan*

INTRODUCTION

Discourse analysis, the study of language in use, examines how oral and written texts, interactions produce or sometimes reproduce social meanings, identities, and power relations. Although there are a number of contemporary researchers with a range of various influential lenses and orientations, some stand out: Fairclough's Critical Discourse Analysis which demonstrates ideology and social practices; Kress's multimodal approach, which expands analysis beyond language to semiotic resources; and Taylor's syntheses of what discourse analysis entails for researchers. In the multilingual context of Uzbekistan, it is of importance to apply discourse analysis to examine how language use can reflect social values, power relations, and identity constructions across different fields such as education, media, and everyday communication.

Theoretical background

2.1 Fairclough and Critical Discourse Analysis

Norman Fairclough's CDA (2012) emphasizes that discourse forms and is formed by social structures and power relations. He conceptualizes discourse as a form of social practice: texts and speeches are produced during social processes and at the same time contributes to shaping these processes as well.

Key interests in his research include ideological effects, the role of discourse in retaining power and sometimes challenging it, and connections among text, discursive practice and social practice. Fairclough explains that there are different versions of CDA, and his version focuses especially on how changes in language and communication (like genres, styles, or discourses) reflect and connect to larger social changes. In addition, he focuses on how genres, discourses and styles mix and change over time, which is called interdiscursivity. Fairclough believes that studying these changes can help connect detailed language analysis to wider social analysis.

2.2 Kress and Multimodal Discourse

Gunther Kress extended the research of discourse analysis to multiplicity of semiotic resources of contemporary communication. Multimodal discourse analysis sees images, typography, gesture, and sounds as integral meaning-making modes alongside language. His social-semiotic perspective inquires how modes can interact to create meaning and semiotic choices can represent identity with the help of social context, technology and communicative purpose. This approach is very useful for analysis of digital media, textbooks, advertising, and classroom materials.

2.3 Taylor (2013): What is Discourse Analysis?

His 2013 overview about discourse analysis provides a practical focus for new researchers by mapping the diversity of discourse analytic traditions, such as conversation analysis, critical approaches, corpus-assisted DA, narrative and frame analysis, and how applied research can be conducted across different traditions. He stresses that DA is not solely one method, but a group of several approaches. The central aim of the author lies behind helping readers recognize how a researcher's theoretical perspective, research topic, selected data, and methods of analysis are interrelated.

Methodological Synthesis

Combining Fairclough's CDA with Kress's multimodal tools can produce a powerful methodology for contemporary research:

1. Multilevel analysis: start with multimodal description (what type of modes are there and how they interact), going on to discursive practice (how texts are made and distributed, consumed), and finally putting forward socio-historic ideological implications. This synthesis can be especially valuable in analyzing Uzbek media, classroom communication, or identity narratives where multiple languages and semiotic modes interact.

2. Data triangulation: use transcripts, images or screenshots, notes and other documents. This definitely strengthens validity and credibility of the

analysis by helping you see how ideologies appear the same or differently in different modes.

3. Analytic moves: Linguistic features are seen by describing what researchers see and read in the language and visuals. After analyzing, they interpret what these choices mean socially and how they influence readers or show power and values.

Relevance and Applications in Uzbekistan

Uzbekistan's linguistic atmosphere (multilingual public life in Uzbek, Russian, English and other local languages, dramatically developing media and educational resources) makes an integrated CDA–multimodal approach especially important. The Uzbek context can be a good example of how dramatic transitions in ideology, social life and multiculturalism can influence discourse. Recent scholarship has demonstrated local uptake of discourse methods:

Identity, migration and national discourse: Rano Turaeva's work on migration and identity in Central Asia makes use of discourse-analytic tools in order to explore how national and local identities are constructed and contested in public narratives. Also, she highlights that Uzbek migrants living in Tashkent communicate, form their identities, and maintain social relationships in a post-Soviet urban context. It utilizes ethnographic (real-life observation) and sociolinguistic (language and society) methods for the exploration of how migrants are experiencing belonging, kinship, and community support when they face cultural and social tensions.

Educational and institutional discourse: Comparative studies of educational discourse in Uzbek and English classrooms and analyses of language policy and textbooks illustrate how curriculum texts and classroom interaction reproduce particular educational values and language ideologies. To give a good example, a comparative review of educational discourse by Parpibayeva highlights that textbooks, lesson content, and the way teachers and students interact can affect how languages are valued (for instance, whether English is seen as more "prestigious" than Uzbek) and how knowledge is understood or presented in schools.

Bilingual practices and code-switching: Empirical studies of Uzbek–Russian code-switching in Tashkent apply discourse-analytic techniques to reveal the sociolinguistic functions of language alternation and its role in identity negotiation. Such studies can demonstrate how micro-level interactional choices reflect broader sociopolitical realities.

These local examples show that discourse analysis is already being used productively in Uzbek scholarship and that integrating CDA and multimodality can deepen local studies of media, education, identity, and policy.

CONCLUSION

Discourse Analysis remains as a versatile and timely approach for exploring language, power, identity, and meaning. Fairclough's CDA provides the critical lens to interrogate ideology and social effects; Kress's multimodal framework extends analysis to the visual and material elements shaping meaning; and Taylor's (2013) overview helps researchers select appropriate methods and frame empirically-grounded questions. As applied to Uzbekistan, this integrated approach illuminates how language and semiotic resources participate in identity-making, education, and public discourse. Empirical studies already underway in Uzbekistan (on migration narratives, educational discourse, and code-switching) indicate fertile ground for further research that combines CDA and multimodality. As genres, styles and texts go on evolving, societies and contexts stay diverse, scope of discourse analysis continues expanding.

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