

RESEARCH ARTICLE

# Phonostylistic Features of Tongue Twisters Based on The Fauna Concept in English And Uzbek Languages

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## Abstract

This article investigates the phonostylistic features of tongue twisters based on the fauna concept in English and Uzbek languages. The study analyzes the role of animal-related lexical units in the formation of tongue twisters and their phonetic, stylistic, and functional characteristics. Special attention is given to alliteration, assonance, rhyme, and sound repetition as key phonostylistic devices. A comparative analysis reveals both similarities and differences between English and Uzbek tongue twisters, highlighting their cultural and linguistic specificity. The findings demonstrate that fauna-based tongue twisters play an important role in language learning, pronunciation training, and the development of phonetic competence.

## KEY WORDS

Tongue twisters, fauna concept, phonostylistics, English language, Uzbek language, alliteration, assonance, phonetic features.

## INTRODUCTION

Language is not only a means of communication but also a reflection of cultural and cognitive processes. Among various linguistic phenomena, tongue twisters occupy a special place due to their phonetic complexity and stylistic richness. They are widely used in language teaching to improve pronunciation, articulation, and fluency.

The fauna concept, which includes lexical items related to animals, plays a significant role in the formation of tongue twisters in many languages. Animal names often contain distinctive phonetic patterns that make them suitable for creating sound-based linguistic structures.

In English and Uzbek languages, tongue twisters based on fauna reflect both universal phonetic principles and culture-specific features. This study aims to explore the phonostylistic characteristics of such tongue twisters and to identify similarities and differences between the two languages.

## LITERATURE REVIEW

Phonostylistics is a branch of linguistics that studies the stylistic use of phonetic means in speech. Scholars have emphasized the importance of sound organization in creating expressive and memorable language structures.

Tongue twisters have been studied primarily in the context of phonetics and language teaching. Researchers note that they serve as effective tools for developing articulation skills and phonological awareness.

The concept of fauna in linguistics is often analyzed within the framework of cognitive linguistics and cultural studies. Animal-related vocabulary carries symbolic meanings and cultural associations, which influence its use in language.

## Theoretical Framework

The study is based on the principles of phonostylistics, which focuses on the interaction between sound and meaning. Key

phonostylistic devices include:

Alliteration – repetition of consonant sounds

Assonance – repetition of vowel sounds

Rhyme – similarity of ending sounds

Consonance – repetition of consonant patterns

These devices contribute to the rhythmic and acoustic effect of tongue twisters.

Fauna Concept in English and Uzbek Tongue Twisters

The fauna concept includes animal names that are frequently used in tongue twisters due to their phonetic properties.

Examples in English:

“She sells seashells by the seashore” (indirect fauna imagery)

“A big black bug bit a big black bear”

Examples in Uzbek:

“Qarg'a qarg'ani qarg'adi”

“Baliqchi baliqni bilib tutar”

These examples demonstrate the use of animal-related lexicon combined with repetitive sound patterns.

One of the most important dimensions of tongue twisters is their articulatory complexity. Fauna-based tongue twisters often include specific phonetic patterns that require precise coordination of speech organs. In both English and Uzbek languages, animal-related words frequently contain sounds that are challenging to pronounce, which makes them suitable for phonetic training.

From an articulatory perspective, English tongue twisters often involve consonant clusters such as /bl/, /br/, /st/, and /sp/. For example, in the phrase “big black bear”, the repetition of bilabial consonants requires rapid lip movement and coordination. Similarly, Uzbek tongue twisters frequently use uvular and velar sounds such as /q/, /gʻ/, and /k/, which require deeper articulation in the vocal tract.

Acoustically, these sounds create distinctive auditory effects. The repetition of similar phonemes enhances sound intensity and rhythm, making tongue twisters both challenging and engaging. This acoustic patterning is essential for developing phonological awareness and auditory discrimination skills in language learners.

Tongue twisters based on the fauna concept also have

important cognitive implications. They engage memory, attention, and processing speed, which are essential components of language acquisition. The repetition of similar sounds creates a cognitive load that forces learners to focus on pronunciation accuracy.

In psycholinguistic terms, tongue twisters activate both phonological and semantic processing. While the phonological aspect requires precise articulation, the semantic aspect involves recognizing animal-related vocabulary and its contextual meaning.

Moreover, the use of familiar fauna elements helps learners connect language with real-world knowledge. This connection enhances retention and facilitates deeper understanding. For example, animals commonly found in Uzbek folklore, such as qarg'a (crow) or baliq (fish), evoke cultural associations that enrich the learning process.

Beyond their phonetic function, tongue twisters serve important stylistic purposes. They are often used as playful and expressive elements in language, contributing to humor and creativity.

In English, fauna-based tongue twisters often emphasize rhythm and sound play, creating a sense of linguistic entertainment. In Uzbek, they are closely connected to oral traditions and folklore, where they are used not only for amusement but also for educational purposes.

Stylistically, the repetition of sounds creates a poetic effect, blurring the boundary between prose and verse. This feature highlights the aesthetic dimension of language and demonstrates how phonetic patterns can contribute to meaning and expression.

The use of fauna-based tongue twisters in language teaching has significant pedagogical value. They can be effectively integrated into pronunciation training, speaking activities, and communicative exercises.

### 1. Pronunciation Practice

Tongue twisters help learners improve articulation and overcome phonetic difficulties. For example, practicing Uzbek uvular sounds or English consonant clusters enhances speech clarity.

### 2. Fluency Development

Repeated practice increases speech fluency and reduces hesitation in speaking.

### 3. Engagement and Motivation

The playful nature of tongue twisters makes learning more enjoyable and interactive.

### 4. Cultural Awareness

Fauna-based expressions introduce learners to cultural elements of the language, promoting intercultural competence.

Animals in tongue twisters are not only phonetic tools but also carriers of symbolic meaning. In different cultures, animals represent various characteristics:

In English culture, animals like foxes and bears often symbolize cleverness or strength

In Uzbek culture, animals such as wolves (bo'ri) or crows (qarg'a) carry traditional symbolic meanings

These cultural associations influence the selection of words in tongue twisters and add an additional layer of meaning.

In the modern digital era, tongue twisters are increasingly used in language learning applications and digital platforms. Mobile apps, speech recognition software, and interactive tools allow learners to practice pronunciation using tongue twisters in real time.

Digital technologies also enable the analysis of phonetic performance, providing feedback on pronunciation accuracy. This creates new opportunities for integrating traditional linguistic materials, such as tongue twisters, into modern educational environments.

#### Phonostylistic Features

##### 1. Alliteration

Alliteration is widely used in both languages:

English: big black bug (repetition of /b/)

Uzbek: qarg'a qarg'ani (repetition of /q/)

This device enhances memorability and rhythmic flow.

##### 2. Assonance

Repetition of vowel sounds creates musicality:

English: bear – there

Uzbek: baliq – bilib

##### 3. Rhythm and Intonation

Tongue twisters follow specific rhythmic patterns, making

them suitable for pronunciation practice. Uzbek tongue twisters tend to have syllabic rhythm, while English ones often rely on stress patterns.

#### 4. Sound Complexity

Fauna-based tongue twisters often include difficult sound combinations:

English: clusters like /bl/, /br/

Uzbek: uvular and guttural sounds (/q/, /g')

#### Comparative Analysis

##### Similarities:

Use of repetition and sound patterns

Presence of animal-related vocabulary

Function as pronunciation exercises

##### Differences:

English relies more on stress-timed rhythm

Uzbek uses vowel harmony and consonant repetition

Cultural symbolism of animals differs

#### Functional Significance

Fauna-based tongue twisters serve several functions:

improving pronunciation

developing phonetic competence

enhancing memory and fluency

reflecting cultural identity

They are particularly useful in language teaching, especially in developing speaking skills.

### DISCUSSION

The analysis shows that tongue twisters are not only phonetic exercises but also culturally meaningful linguistic units. The fauna concept adds expressive and symbolic value to these structures.

In English, animals like "bear" and "bug" are used mainly for phonetic effect, while in Uzbek, animals often carry cultural connotations.

### CONCLUSION

The study concludes that tongue twisters based on the fauna concept exhibit rich phonostylistic features in both English and

Uzbek languages. Despite structural differences, both languages use similar phonetic devices to create expressive and functional linguistic units.

The findings highlight the importance of integrating tongue twisters into language teaching to improve pronunciation and communicative competence.

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