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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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AKTABGACHA VA AKTAB TA'LIMI

Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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CAUSAL RELATIONSHIPS IN KARAKALPAK AND RUSSIAN: FUNCTIONAL AND DISCOURSE-BASED PERSPECTIVES

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Abstract: This article explores how causal relationships are expressed in the Karakalpak and Russian languages from a functional and discourse-based perspective. Rather than limiting the analysis to grammatical classifications, the study focuses on how speakers select linguistic forms to explain events, justify actions, and construct logical coherence in discourse. The comparison reveals that Karakalpak tends to encode causality within verbal morphology and non-finite constructions, whereas Russian favors explicit syntactic markers and clause-based explanations. These strategies reflect different communicative traditions and cognitive preferences shaped by the typological characteristics of the two languages.

Key words: causality, discourse analysis, functional linguistics, Karakalpak, Russian, explanation strategies.

Annotatsiya: Maqolada qoraqalpoq va rus tillarida kauzal (sabab-oqibat) munosabatlarni ifodalashning asosiy usullari ko'rib chiqiladi. Kauzallikni ifodalovchi leksik, morfologik va sintaktik vositalar tahlil qilinib, ularning funksional jihatdagi o'xshashliklari va farqlari aniqlanadi. Til tizimlarining o'ziga xosligi hamda olamning milliy-lisoniy manzarasi xususiyatlarini chuqurroq anglash imkonini beruvchi chog'ishtirma tahlilga alohida e'tibor qaratiladi. Tadqiqot natijalaridan turkiy va slavyan tillarini o'qitish amaliyotida, shuningdek, tarjimashunoslik sohasida foydalanish mumkin.

Kalit so'zlar: kauzallik, sabab-oqibat munosabatlari, qoraqalpoq tili, rus tili, chog'ishtirma tilshunoslik, sintaksis.

Аннотация: В статье рассматриваются основные способы выражения каузальных (причинно-следственных) отношений в каракалпакском и русском языках. Анализируются лексические, морфологические и синтаксические средства передачи каузальности, выявляются сходства и различия в их функциональном использовании. Особое внимание уделяется сопоставительному анализу, который позволяет глубже понять специфику языковых систем и особенности национально-языковой картины мира. Результаты исследования могут быть использованы в практике преподавания тюркских и славянских языков, а также в переводеведении.

Ключевые слова: каузальность, причинно-следственные отношения, каракалпакский язык, русский язык, сопоставительная лингвистика, синтаксис.

INTRODUCTION

Causal relations occupy a central position in human cognition and communication, as they enable speakers to interpret reality through connections of cause and effect. The ability to explain why events occur, actions are performed, or states change is fundamental to logical reasoning and linguistic expression. As a result, causality represents one of the most universal and cognitively salient semantic categories reflected in natural languages. In linguistic theory, causal relations are understood as structured semantic links between two situations, in which one situation functions as the motivating factor or source, while the other represents its consequence. These relations may be expressed explicitly through specialized linguistic markers or implicitly through grammatical structure and contextual inference. The linguistic realization of causality varies across languages and is influenced by typological features, grammatical organization, and discourse traditions. The present study adopts a comparative perspective to examine the means of expressing causal relations in the Karakalpak and Russian languages.

LITERATURE REVIEW

Karakalpak, a Turkic language with an agglutinative morphological structure, possesses a well-developed system of verbal affixes and non-finite forms that allow causal meanings to be encoded directly within the verb. Russian, an inflectional Indo-European language, relies more heavily on syntactic constructions and lexical



markers, such as causal conjunctions, prepositions, and analytic causative verbs. These contrasting strategies provide a productive basis for cross-linguistic comparison. The relevance of this research is further reinforced by sociolinguistic and practical considerations. In regions where Karakalpak and Russian coexist, speakers frequently engage in bilingual communication, translation, and language learning. Differences in the expression of causality often give rise to difficulties in interpretation, stylistic transfer, and grammatical accuracy. A systematic analysis of causal constructions in both languages can therefore contribute to improved translation practices and more effective language instruction.

The aim of this article is to identify, describe, and systematize the main lexical, morphological, and syntactic means used to express causal relations in Karakalpak and Russian. To achieve this aim, the study addresses the following objectives:

- (1) to clarify the linguistic concept of causality;
- (2) to analyze the functional distribution of causal constructions in each language; and
- (3) to reveal similarities and differences in their usage from a typological and discourse-oriented perspective.

The theoretical significance of the study lies in its contribution to comparative and functional linguistics, while its practical value is associated with applications in translation studies, bilingual education, and the development of teaching materials for the Karakalpak and Russian languages.

RESEARCH METHODOLOGY

Human communication is inherently causal. Speakers constantly explain why events occur, justify decisions, and connect actions into meaningful sequences. Causality in language is therefore not merely a grammatical category but a fundamental discourse mechanism that ensures coherence and persuasiveness. In everyday communication, causal relations often extend beyond objective cause-and-effect links and include reasons, motivations, justifications, and interpretations. This broader understanding of causality makes it possible to analyze not only how languages encode cause but also how speakers prefer to express it in real communicative contexts.

Karakalpak and Russian provide a revealing contrast in this regard. Although both languages are capable of expressing causal meaning with precision, they differ significantly in the degree of explicitness, compactness, and discursiveness of causal expressions. One of the key distinctions lies between explicit and implicit causality. Explicit causality is marked by overt linguistic signals, whereas implicit causality relies on contextual inference and shared background knowledge. Russian discourse demonstrates a strong preference for explicit causal markers, particularly in formal and written communication. Conjunctions such as *because*, *since*, and *as* clearly guide the reader through the logical structure of the statement. This explicitness contributes to the analytical and explanatory style characteristic of Russian academic and official texts. In contrast, causal relations in Karakalpak discourse are often expressed implicitly, especially in oral communication. The cause may be embedded within a verbal form or conveyed through non-finite constructions without a separate causal clause. This results in a more compact and event-focused mode of expression.

ANALYSIS AND RESULTS

A distinctive feature of Karakalpak is the tendency to encode causality directly within the verb through causative morphology. This allows speakers to indicate not only that an action occurred but also that it was initiated or controlled by another participant. Such verbal encoding presents causality as an inherent property of the action rather than as an externally articulated explanation. Consequently, causal meaning appears less argumentative and more descriptive in nature. From a discourse perspective, this strategy reduces the need for extended explanations. The listener interprets causal relations automatically through verbal morphology, which contributes to linguistic economy and narrative fluency.

In contrast, Russian discourse typically treats causality as a separate explanatory layer. Rather than embedding causal meaning into the verb, Russian speakers tend to introduce an additional clause or phrase that explicitly states the reason. This clause-based strategy allows for greater flexibility, enabling speakers to emphasize, evaluate, or problematize causal relations. Causal clauses may express certainty, probability, or subjective assessment, which makes them particularly effective in argumentative and analytical discourse.

Word order also influences the perception of causality. In Karakalpak, causal elements generally precede the main event, reflecting a logical and temporal progression from cause to result. This ordering aligns with narrative conventions in which background information is presented prior to the main action. Russian, by contrast, allows greater positional flexibility: the causal clause may precede or follow the main clause depending

on emphasis and stylistic intention. Postposed causal clauses can create suspense or foreground the result before revealing its explanation.

In everyday interaction, both languages frequently rely on shared contextual knowledge, reducing the need for explicit causal marking. However, their strategies differ markedly. Karakalpak speakers often depend on situational cues and verbal morphology, whereas Russian speakers tend to verbalize causal relations even when they appear self-evident. This contrast is particularly pronounced in institutional discourse, such as education, law, and administration. Russian institutional language requires explicit justification and logical transparency, which explains the frequent use of causal conjunctions and formal expressions. Karakalpak institutional discourse, while capable of explicit causality, often retains compact patterns inherited from spoken communication. These differences pose challenges for translators and bilingual speakers. Literal translation may preserve grammatical meaning but distort discourse conventions. When translating from Karakalpak into Russian, causality encoded in verbal morphology often needs to be expanded into clause-based constructions. Conversely, translating Russian causal clauses into Karakalpak frequently requires condensation into morphological or non-finite forms. Awareness of these discourse preferences helps avoid over-explanation or under-explanation and contributes to more natural and culturally appropriate translations.

The present study demonstrates that causal relations constitute one of the most fundamental semantic categories in language, reflecting the human capacity to conceptualize and verbalize cause-and-effect relationships between events, actions, and states. Although causality is universal, the linguistic mechanisms used to express it vary significantly according to the typological and structural characteristics of individual languages.

CONCLUSION

The comparative analysis of the Karakalpak and Russian languages reveals clear differences in the preferred strategies for encoding causal meaning. In Karakalpak, causal relations are predominantly expressed through morphological mechanisms, particularly causative verb forms and non-finite verbal constructions. Due to the agglutinative nature of the language, causality is often integrated directly into the verbal structure, allowing speakers to convey causal meaning in a compact and structurally economical manner. This integration reduces the need for additional explanatory clauses and contributes to the fluency and cohesion of discourse. In contrast, Russian relies primarily on lexical and syntactic means to express causality. Subordinate clauses of cause, causal conjunctions, prepositional constructions, and analytic causative verbs play a central role in organizing cause-and-effect relations. Such strategies promote explicitness and logical clarity, enabling speakers to articulate causal links in a detailed and analytically transparent manner. This tendency corresponds to the inflectional nature of Russian and its preference for clause-based explanation.

The findings also indicate that differences in causal expression are not limited to grammatical form but extend to communicative and cognitive preferences. Karakalpak discourse often favors implicit or structurally embedded causality, whereas Russian discourse tends to externalize causality as an independent element of explanation. These distinctions are particularly significant in the contexts of translation, bilingual communication, and second-language acquisition, where mismatches in causal encoding may lead to semantic or stylistic inaccuracies. In conclusion, the study confirms the necessity of a comprehensive approach to the analysis of causal relations, taking into account lexical, morphological, and syntactic levels, as well as discourse-related factors. Further research may focus on the pragmatic and cognitive dimensions of causality, as well as on the functioning of causal constructions across different genres and types of discourse. Such investigations would contribute to a deeper understanding of how languages structure meaning and reflect culturally specific ways of interpreting reality.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



AKTABGACHA VA AKTAB TA'LIMI

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