

Definition of the Concept of Lingucreativity and Its Role in Linguistics and Education

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Abstract: This article analyzes the concept of linguocreativity, its theoretical foundations, role in linguistics, and application in the educational process. The study shows that language play and the creative use of language are effective tools not only in the literary and aesthetic spheres, but also in bridging the gap between language and literature. This article aims to identify ways to increase the metalinguistic awareness of foreign language learners, expand their language knowledge, and develop their creative thinking skills.

Keywords: Linguocreativity, language play, metalinguistic awareness, creativity, language education, discourse.

Introduction: The concept of linguocreativity is gaining increasing importance in modern linguistics and educational theories. While traditional approaches have considered linguocreativity mainly in the context of literary and aesthetic language expression, recent research shows that this concept should also be recognized as an effective tool for strengthening the connection between language and literature, increasing metalinguistic awareness of learners, and developing creative thinking skills [4]. The article analyzes examples from the English language - ambiguous words, popular metaphors, and advertising slang - and shows their importance in expanding the structure of the language and enriching semantic layers. With the help of examples, attention is paid to new language units created through the innovative use of language resources and their place in everyday speech, scientific discourse, and cultural contexts.

The article also analyzes the limitations of traditional approaches and offers interactive methods, authentic examples and pedagogical recommendations for language teachers to use in real-life contexts. This approach is aimed at supporting the process of forming learners' creative attitude towards language and discovering new language possibilities.

L. Wittgenstein put forward the concept of language play, interpreting it as a process of language self-expression. According to him, linguocreativity is expressed through the disruption and reshaping of the

normative structure of language created by the human intellect in the context of time and place [3]. Through this process, the language is not only transformed, but also new semantic and stylistic layers are formed.

For example, the use of the English word "bank" in the sense of a financial institution or a bank on a river, from Wittgenstein's point of view, demonstrates the versatility of language resources and the expression of intellectual activity.

Gardner, within the framework of his theory of multiple intelligences, identifies linguistic intelligence as an important part of a person. He argues that linguocreativity is the ability to create new means of expression in working with language, to adapt them and to reorganize them from a logical point of view [2]. For example, the two meanings of the word "Light" - "the natural agent that stimulates sight and makes things visible" and "light" - "having a little weight", are reflected in the expansion of the semantic possibilities of language and the creation of new meanings by students in creative speech.

Szerencsi emphasizes the importance of linguocreativity in language teaching, showing the need to develop learners' creative thinking, problem-solving skills, and new ways of processing language units through language games. Ubaydullaeva analyzes linguocreativity as a means of breaking language norms and creating new language units. In her opinion, linguocreativity plays an important role not only in the

framework of literary language expression, but also in areas such as everyday speech, scientific discourse, and advertising [4].

From our point of view, linguocreativity is the process of creating new language units, expressions, and meanings using the existing elements and structural capabilities of the language. This process is important in the following aspects:

Dynamic development of language:

Linguocreativity ensures the constant change and renewal of the language. New terms, neologisms, and advertising slogans play an important role in the adaptation of the language to modern culture. For example: The term "Brexit" is a new linguistic unit created by combining the words Britain and exit, which represents an innovative development of the language.

Developing metalinguistic awareness:

Students learn more about language rules, semantic layers, and stylistic expressions through creative use of language resources. This allows them to analyze the structure of the language and use new language units creatively. Double-meaning words (homonyms) are one of the main elements that reflect the flexibility and semantic richness of the language. These words have the property of having the same spelling or pronunciation, but have different meanings depending on the context. For example, the English word "bank" can be used as a financial institution, as well as in the sense of a bank on a river; the word "light" can, on the one hand, denote something that is light, and on the other hand, denote light. Such words expand the semantic layers of the language, as they allow not only to convey specific information, but also to create new, unexpected expressions in creative speech, such as language games and jokes. Determining the meaning of a word in context encourages students to delve deeper into the complexity of language and increase metalinguistic awareness. Therefore, ambiguous words play an important role in demonstrating linguocreativity and ensuring the dynamic development of language.

Creative thinking and problem solving:

Linguocreativity enables learners to generate new ideas, solutions, and creative thinking by processing language resources in new ways. This, in turn, emphasizes the need for innovative pedagogical methods in language teaching.

Developing communicative competence

Through interactive teaching methods, role-playing, dramatization and language game exercises, learners learn to use language creatively in practical discourse. In this process, students have the opportunity to

discover non-traditional ways of expressing language, as well as cultural and communicative aspects. For example, slogans, which are widespread in advertising, are manifested as short but meaningful means of expressing language. Let's consider this with the example of the slogan "Just do it". This famous slogan belongs to Nike, which is widely used as a global sports brand to motivate customers. The literal meaning of the slogan is translated as "Just do it". It encourages customers to take quick and unprecedented action, that is, it urges them to immediately get to work, without delay, to achieve their goals. In a deeper interpretation of the slogan, it not only expresses a call to action, but also the ideas of self-motivation, personal development and overcoming internal limitations. This creates a motivational and inspiring image of the Nike brand, and can also be an example of creative use of language resources that encourage customers to discover their personal potential and develop intellectual activity. Through this example, advertising slogans not only strengthen the identity of the company's brand, but also demonstrate how language works as a means of short but multi-layered meaningful expression. Thus, through the slogan "Just do it", the linguo-creative aspects of language - literal expressions calling for action and deep, metaphorical meanings - together allow for effective communication with customers.

This approach not only helps language learners learn the rules and semantic layers of language, but also encourages them to express themselves in an innovative, creative, and culturally rich way in practical discourse.

In addition, we can also consider the expression of linguistic creativity through metaphors and examples of ambiguous words.

Metaphors are a means of expressing abstract concepts of language in a clear and interesting way, creating new semantic layers by linking the meaning of words with another domain. Using the example of the metaphor "Time is money", we will clarify the meaning and approach of this metaphor. This metaphor expresses the value of time by equating it with money. Although its first meaning, in literal translation, is interpreted as "time is money", a deeper analysis shows that time is a limited resource, and every minute has economic and psychological value. This metaphor expands the semantic scope of language and allows complex concepts to be expressed in a simple but effective way. For students, such metaphors demonstrate ways to apply abstract concepts of language to everyday life. We will also analyze the metaphor "The world is a stage." In this metaphor, the world is likened to the theatrical stage of human life.

The first meaning simply refers to the world itself, while the second meaning reflects the fact that each person has their own role, the constant entertainment of life, elements of drama and comedy. The metaphorical approach expands the contextual and cultural layers of language. Such examples, especially in literary and communicative discourses, are effective in increasing the creative potential of language and expressing complex social relations in a simple way.

In conclusion, the article broadly covers the concept of linguocreativity, its theoretical foundations in linguistics, and its importance in language education. The possibility of increasing the metalinguistic awareness of language learners through language play and creative approaches, creating new language units, and applying them to practical discourse was emphasized. At the same time, the need to introduce innovative pedagogical methods to strengthen the connection between language and literature and increase the intellectual potential of language learners was noted.

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