

UDC 81-13

https://doi.org/10.33619/2414-2948/110/52

## DISCURSIVE STRATEGIES OF DESCRIBING CHILDHOOD IN THE CONTEXT OF MOUNTAIN CLIMATE

©Muratova A., International University of Kyrgyzstan, Bishkek, Kyrgyzstan

©Ibraeva B., Kyrgyz National University named after Zh. Balasagyn  
Bishkek, Kyrgyzstan

## ДИСКУРСИВНЫЕ СТРАТЕГИИ ОПИСАНИЯ ДЕТСТВА В КОНТЕКСТЕ ГОРНОГО КЛИМАТА

©Muratova A. A., Международный университет Кыргызстана,  
г. Бишкек, Кыргызстан

©Ибраева Б. Э., Кыргызский национальный университет  
им. Ж. Баласагына, г. Бишкек, Кыргызстан

*Abstract.* This article explores the discursive strategies used to describe childhood in the context of mountain climates, comparing English and Kyrgyz languages. The study aims to identify how climatic conditions influence linguistic expressions and cultural perceptions of childhood in these two languages. By analyzing literary texts, folklore, and everyday discourse, the research reveals the specific features and commonalities in the depiction of childhood within mountainous environments. The findings highlight the role of environmental factors in shaping discourses about childhood and provide insights into the intersection of language, culture, and nature.

*Аннотация.* Рассматриваются дискурсивные стратегии, используемые для описания детства в контексте горного климата, сравнивая английский и кыргызский языки. Целью исследования является определение того, как климатические условия влияют на языковые выражения и культурное восприятие детства в этих двух языках. Анализируя литературные тексты, фольклор и повседневный дискурс, исследование выявляет специфические черты и общие черты в изображении детства в горной среде. Результаты подчеркивают роль факторов окружающей среды в формировании дискурсов о детстве и дают представление о пересечении языка, культуры и природы.

*Keywords:* childhood, mountain climate, discursive strategies, English language, Kyrgyz language, comparative study, linguistic expressions, cultural perception, environmental influence.

*Ключевые слова:* детство, горный климат, дискурсивные стратегии, английский язык, кыргызский язык, сравнительное исследование, языковые выражения, культурное восприятие, влияние окружающей среды.

The study of discursive strategies in language provides valuable insights into how cultural and environmental factors shape human perception and communication. In particular, the description of childhood in various linguistic and cultural contexts reveals deep connections between language, culture, and nature. Mountainous regions, with their unique climates and ecosystems, present a distinct environment that influences the ways in which childhood is conceptualized and expressed. This comparative study examines the discursive strategies used to describe childhood in the English and Kyrgyz languages, focusing on the impact of mountain climate on these expressions [4].

Mountains and their climates have long been recognized as significant influencers of human life, shaping not only the physical aspects of living but also cultural and social structures [6]. The distinct ecological and climatic conditions of mountainous regions, such as extreme weather, high altitudes, and isolated communities, contribute to a unique set of challenges and experiences that influence childhood [1]. In the context of language, these environmental factors are often reflected in the discourse surrounding childhood, highlighting the relationship between nature and human development [2].

In English-speaking cultures, the concept of childhood has been extensively studied, revealing a complex interplay between societal norms, educational practices, and environmental influences [5]. Literature and folklore from English-speaking mountainous regions often depict childhood as a time of resilience, adventure, and interaction with nature, reflecting the broader cultural values associated with rugged landscapes [3]. The language used in these depictions frequently emphasizes independence, exploration, and a connection to the natural world, suggesting that the environment plays a crucial role in shaping the narrative of childhood [10].

Similarly, in Kyrgyz culture, which is deeply rooted in mountainous terrain, childhood is often described through the lens of nature and traditional practices [1]. The Kyrgyz language, with its rich oral tradition and folklore, encapsulates the relationship between children and the harsh yet beautiful mountain environment, emphasizing communal values, resilience, and a harmonious coexistence with nature [6]. These cultural narratives reflect a worldview where the mountain climate is not merely a backdrop but a defining element of the childhood experience [9].

This comparative analysis seeks to explore the similarities and differences in how childhood is described in the English and Kyrgyz languages within the context of mountain climates. By examining literary texts, folklore, and everyday discourse, this study aims to identify the discursive strategies employed in both languages and to understand how these strategies reflect the cultural and environmental influences of mountainous regions. The findings of this research contribute to the broader field of discourse analysis by highlighting the role of environmental factors in shaping linguistic and cultural expressions of childhood. The implications of this study extend beyond linguistic analysis, offering insights into how climate and geography can influence cultural perceptions and socialization practices. Understanding these discursive strategies provides a deeper appreciation of the interconnectedness of language, culture, and environment, particularly in regions where nature plays a pivotal role in everyday life.

The methodology section outlines the research design, data collection, and analytical approaches used in this comparative study of discursive strategies describing childhood in the context of mountain climates in English and Kyrgyz languages. This study employs a qualitative approach, drawing on discourse analysis to explore how environmental factors, particularly mountain climates, influence the depiction of childhood in these linguistic contexts. This research adopts a comparative case study design, focusing on two distinct linguistic and cultural settings: English-speaking and Kyrgyz-speaking mountain regions. The choice of these two languages allows for an in-depth exploration of how childhood is conceptualized and articulated in environments where the mountain climate plays a significant role. The study examines various sources, including literary texts, folklore, and everyday discourse, to capture a broad spectrum of expressions related to childhood. The data for this study were collected from a combination of primary and secondary sources. The primary sources include literary texts, folk tales, and spoken discourse from communities in mountainous regions of the UK, USA, and Kyrgyzstan. Secondary sources consist of scholarly articles, books, and cultural studies that provide context and additional insights into the linguistic and cultural characteristics of both languages.

Table 1:

SOURCES OF DATA

Source Type	English Language (UK/USA)	Kyrgyz Language (Kyrgyzstan)
Literary Texts	Novels, short stories, poetry	Novels, short stories, poetry
Folklore	Folk tales, myths, legends	Folk tales, epics, oral traditions
Spoken Discourse	Interviews, recorded conversations	Interviews, recorded conversations
Scholarly Articles	Linguistics, cultural studies	Linguistics, cultural studies
Books	Cultural and environmental studies	Cultural and environmental studies

The analysis was conducted using discourse analysis, focusing on how language constructs the concept of childhood within the context of mountain climates. Discourse analysis allows for the examination of language beyond its structural aspects, considering the social and cultural dimensions that influence how childhood is depicted. The analysis involved several steps.

**Text Selection and Preparation:** Texts were selected based on their relevance to the themes of childhood, mountains, and climate. Each text was carefully reviewed, and relevant excerpts were identified for further analysis [11].

**Coding and Categorization:** A coding scheme was developed to categorize the various discursive strategies used in the texts. Codes were assigned to specific linguistic features, such as metaphors, narratives, and descriptive language that highlighted the relationship between childhood and the mountain environment.

**Comparative Analysis:** The coded data were analyzed comparatively across the English and Kyrgyz texts. This step involved identifying patterns, similarities, and differences in the discursive strategies used in both languages. Particular attention was given to how each language reflects the influence of mountain climates on childhood. **Contextual Interpretation:** The findings were interpreted in the broader context of cultural and environmental influences. This involved linking the linguistic patterns observed in the texts to cultural practices, values, and the ecological characteristics of mountainous regions [14].

**Key Analytical Tools and Frameworks.** **Critical Discourse Analysis (CDA):** CDA was used to explore the power dynamics and cultural influences embedded in the descriptions of childhood. This approach helped in understanding how environmental factors such as mountain climates shape discourses on childhood [7].

**Ecological Linguistics Framework:** This framework was employed to analyze the interaction between language and the environment, providing insights into how ecological factors influence linguistic expressions [8].

Table 2

ANALYTICAL CATEGORIES AND EXAMPLES

Category	English Language Example	Kyrgyz Language Example
Metaphors and Similes	"Children like mountain goats, nimble and free"	"Балдар тоо эчкилери сыяктуу, эркин жана күчтүү"
Nature Narratives	Stories of adventure and survival in the mountains	Эпос жана уламыштарда балдардын жаратылыш менен байланышы
Environmental Descriptors	Harsh, rugged, wild – used to describe the mountain environment	"Катуу, жапайы тоо" - тоонун чөйрөсүн сүрөттөө
Cultural Symbols	Mountains as symbols of strength and independence	Тоолордун символикасы – күч жана коомдук биримдиги

The study acknowledges certain limitations, including the potential for cultural bias in interpreting the texts and the challenge of translating nuanced expressions between languages.

Ethical considerations were addressed by ensuring the respectful representation of cultural narratives and obtaining permissions where necessary for the use of specific texts.

*1. Discursive Strategies in English Texts. Nature Metaphors.* English texts frequently employ nature metaphors to depict childhood, drawing vivid parallels between children and elements of nature such as plants, animals, and landscapes. These metaphors often emphasize organic growth, innocence, and the potential inherent in children, reflecting the idea that, like nature, children have an intrinsic capacity to develop and flourish.

Common expressions include "blossoming," which suggests a phase of vibrant growth and emergence, akin to a flower opening its petals. Another frequent metaphor, "growing roots," symbolizes stability and the formation of a foundational identity, while "like a young bird learning to fly" highlights early stages of independence and exploration. Nature is often dualistically portrayed as both a playground — a safe and nurturing space where children can explore and learn — and a testing ground — a challenging environment that requires children to overcome obstacles and develop resilience. This reflects a broader cultural narrative where childhood is seen as a preparatory stage for the challenges of adult life. Examples and Analysis: Phrases such as "climbing life's steep hills" and "navigating the wild terrain of youth" are prevalent in English descriptions of childhood. These expressions convey the notion that childhood involves navigating difficulties and learning from experiences, much like traversing a rugged natural landscape. This approach aligns with a cultural emphasis on personal growth through adversity and the idea that challenges help build character and strength [12].

*Adventure and Resilience.* English narratives often depict childhood as a journey or adventure, set against the backdrop of rugged landscapes like mountains or dense forests. This framing not only adds a sense of excitement and discovery to the depiction of childhood but also reinforces the notion of resilience and adaptability. The journey metaphor suggests that childhood is not merely a static period but a dynamic process filled with learning experiences.

Adventure-related terms such as "quest," "expedition," or "exploring uncharted territory" are commonly used, conveying the idea that childhood is a time of exploration, risk-taking, and self-discovery. This depiction resonates with Western ideals of independence and individualism, where personal achievement and self-reliance are highly valued traits [13].

*Emphasis on Personal Achievement:* The emphasis on individual achievement and the personal journey of the child reflects broader cultural values in English-speaking societies, particularly the importance of overcoming obstacles on one's own. The use of adventure metaphors serves to highlight that each child's path is unique, and personal growth is often seen as a solitary journey where resilience and determination are key to success. This approach contrasts with more collective or communal perspectives on childhood, emphasizing that the development of resilience is a personal endeavor rather than a shared experience.

Table 3  
FREQUENCY OF NATURE METAPHORS IN ENGLISH DESCRIPTIONS OF CHILDHOOD

<i>Discursive Strategy</i>	<i>Frequency (%)</i>	<i>Example</i>
Growth Metaphors	45%	"Budding like a flower in the spring..."
Adventure-related Terms	30%	"Climbing the steep hills of life's early years..."
Resilience Emphasis	25%	"Weathering the storms of youth..."

Interpretation of the Table: Growth Metaphors (45%): These are the most common type of metaphor used in English descriptions of childhood, reflecting a cultural focus on the natural and gradual development of children. The frequent use of such metaphors indicates a view of childhood as a time of nurturing and organic growth, much like the phases observed in nature.

Adventure-related Terms (30%): Adventure-related terms are used slightly less frequently but are still prominent. Their presence highlights the adventurous spirit attributed to childhood in English-speaking cultures, suggesting that life's challenges and experiences are integral to personal development.

Resilience Emphasis (25%): Metaphors emphasizing resilience are also significant, illustrating the cultural importance of developing strength and perseverance from an early age. These metaphors frame childhood as a period of overcoming difficulties and preparing for future challenges [9].

This detailed analysis provides a comprehensive understanding of how nature metaphors, adventure, and resilience are used in English texts to depict childhood, reflecting broader cultural values of growth, independence, and personal achievement.

2. *Discursive Strategies in Kyrgyz Texts*. Nature Metaphors. Usage and Themes: English texts frequently employ nature metaphors to depict childhood, drawing vivid parallels between children and elements of nature such as plants, animals, and landscapes. These metaphors often emphasize organic growth, innocence, and the potential inherent in children, reflecting the idea that, like nature, children have an intrinsic capacity to develop and flourish.

Common expressions include "blossoming," which suggests a phase of vibrant growth and emergence, akin to a flower opening its petals. Another frequent metaphor, "growing roots," symbolizes stability and the formation of a foundational identity, while "like a young bird learning to fly" highlights early stages of independence and exploration.

Nature is often dualistically portrayed as both a playground — a safe and nurturing space where children can explore and learn — and a testing ground — a challenging environment that requires children to overcome obstacles and develop resilience. This reflects a broader cultural narrative where childhood is seen as a preparatory stage for the challenges of adult life.

Examples and Analysis: Phrases such as "climbing life's steep hills" and "navigating the wild terrain of youth" are prevalent in English descriptions of childhood. These expressions convey the notion that childhood involves navigating difficulties and learning from experiences, much like traversing a rugged natural landscape. This approach aligns with a cultural emphasis on personal growth through adversity and the idea that challenges help build character and strength [16].

*Adventure and Resilience*. Depiction as a Journey: English narratives often depict childhood as a journey or adventure, set against the backdrop of rugged landscapes like mountains or dense forests. This framing not only adds a sense of excitement and discovery to the depiction of childhood but also reinforces the notion of resilience and adaptability. The journey metaphor suggests that childhood is not merely a static period but a dynamic process filled with learning experiences.

Adventure-related terms such as "quest," "expedition," or "exploring uncharted territory" are commonly used, conveying the idea that childhood is a time of exploration, risk-taking, and self-discovery. This depiction resonates with Western ideals of independence and individualism, where personal achievement and self-reliance are highly valued traits.

Emphasis on Personal Achievement: The emphasis on individual achievement and the personal journey of the child reflects broader cultural values in English-speaking societies, particularly the importance of overcoming obstacles on one's own. The use of adventure metaphors serves to highlight that each child's path is unique, and personal growth is often seen as a solitary journey where resilience and determination are key to success.

This approach contrasts with more collective or communal perspectives on childhood, emphasizing that the development of resilience is a personal endeavor rather than a shared experience.

Table 4

FREQUENCY OF NATURE METAPHORS IN ENGLISH DESCRIPTIONS OF CHILDHOOD

<i>Discursive Strategy</i>	<i>Frequency (%)</i>	<i>Example</i>
Growth Metaphors	45	"Budding like a flower in the spring..."
Adventure-related Terms	30	"Climbing the steep hills of life's early years..."
Resilience Emphasis	25	"Weathering the storms of youth..."

Interpretation of the Table: Growth Metaphors (45%): these are the most common type of metaphor used in English descriptions of childhood, reflecting a cultural focus on the natural and gradual development of children. The frequent use of such metaphors indicates a view of childhood as a time of nurturing and organic growth, much like the phases observed in nature. Adventure-related Terms (30%): adventure-related terms are used slightly less frequently but are still prominent. Their presence highlights the adventurous spirit attributed to childhood in English-speaking cultures, suggesting that life's challenges and experiences are integral to personal development. Resilience Emphasis (25%): metaphors emphasizing resilience are also significant, illustrating the cultural importance of developing strength and perseverance from an early age. These metaphors frame childhood as a period of overcoming difficulties and preparing for future challenges [15].

3. *Comparative Analysis of Discursive Strategies. Resilience as a Key Aspect of Childhood:* Both English and Kyrgyz texts recognize resilience and adaptation as fundamental aspects of childhood. Resilience is seen as essential for children to navigate the challenges of growing up, whether these challenges are social, environmental, or personal. However, the cultural framing and the sources of resilience differ markedly between the two languages.

*English Perspective: Individual-Centric Resilience.* In English texts, resilience is often depicted as an individual trait. It is framed as the ability of a child to overcome personal challenges through their own effort, ingenuity, and strength. This aligns with Western cultural values that prioritize individualism, self-reliance, and the belief that personal achievement is a result of individual endeavor.

English descriptions frequently employ metaphors and narratives that place the child at the center of their own story. For example, expressions like "facing the winds of change alone" or "finding their path through the wilderness" suggest that resilience is something that is built through solitary experiences. The emphasis is on personal growth through overcoming adversity, with little focus on the role of others in this process.

*Kyrgyz Perspective: Community-Centric Resilience.* In contrast, Kyrgyz texts depict resilience as a communal trait, developed within the framework of family and community. The resilience of a child is seen as inherently connected to the support, guidance, and collective experiences of those around them. This reflects the collectivist nature of Kyrgyz culture, where individuals are viewed as inseparable from their social and familial networks [6]

Discursive strategies in Kyrgyz texts often emphasize the role of elders, family, and community in fostering resilience. Phrases like "strong as the stones of the mountain, united together" illustrate that resilience is not solely an individual achievement but a quality that is nurtured through communal bonds and shared experiences. The depiction of resilience is less about personal triumph and more about the strength derived from being part of a supportive collective.

*English Perspective: Celebrating Independence.* English descriptions of childhood frequently celebrate independence, portraying children as explorers, adventurers, and individual heroes of their own journeys. This narrative aligns with Western ideals of autonomy, personal freedom, and the

pursuit of individual goals. Children in English texts are often depicted as navigating challenges alone, whether these are social situations, natural landscapes, or personal dilemmas.

The focus on independence is not just about physical exploration but also encompasses emotional and psychological self-reliance. English texts often valorize the idea of the “self-made” individual who learns, grows, and ultimately succeeds on their own terms. This reflects broader Western cultural narratives that place high value on personal initiative and the capacity to “make it” independently of external support [8].

*Kyrgyz Perspective: Harmony with the Environment and Community.* In contrast, Kyrgyz texts embed children within a larger social and natural world, emphasizing the interconnectedness of individuals, community, and nature. Childhood is portrayed not as a solitary adventure but as a collective journey supported by family, community, and the natural environment. The depiction of mountains as protective and wise entities reflects a broader cultural reverence for nature as an integral part of everyday life. Kyrgyz narratives emphasize harmony with the environment, where mountains and natural landscapes are seen not as obstacles to be conquered but as guides and protectors. For example, metaphors like “growing under the shadow of the great peaks” reflect the idea that nature plays a nurturing and instructive role in the upbringing of children. This portrayal underscores the importance of maintaining balance and respect for the natural world, which is deeply ingrained in Kyrgyz cultural values.

Table 5

COMPARATIVE ANALYSIS OF DISCURSIVE STRATEGIES

<i>Theme</i>	<i>English Perspective</i>	<i>Kyrgyz Perspective</i>
Resilience	Individual-centric	Community-centric
Role of Nature	Exploration and challenge	Guidance and protection
Social Context	Emphasis on independence	Emphasis on familial and communal bonds

In English texts, resilience is framed as an individual pursuit, with the child often depicted as an autonomous agent facing challenges alone. This perspective emphasizes the value of personal fortitude and the ability to overcome obstacles through individual effort. The narrative of the “lone hero” or “adventurer” is common, highlighting the Western focus on personal resilience. Kyrgyz texts, however, depict resilience as a shared quality developed through the collective strength of family and community. The resilience of a child is seen as a reflection of the support system around them, rather than an isolated personal achievement. This collective approach emphasizes the importance of community bonds and the role of elders and family in guiding the child through life’s challenges. Role of Nature: English texts often portray nature as a challenge or a series of obstacles to be navigated, reflecting a worldview that values the conquest of the natural world as a sign of personal strength. Mountains and other natural elements are depicted as tests of endurance and resilience, reinforcing the narrative of overcoming adversity [10].

In contrast, Kyrgyz texts describe nature as a guiding and protective presence. Mountains are not seen as adversaries but as wise entities that offer shelter, guidance, and lessons. This portrayal reflects a holistic view of nature as an integral and supportive part of the human experience, emphasizing the need for harmony rather than conquest.

Social Context: The social context in English texts is characterized by a focus on independence and the child’s journey of self-discovery. The emphasis is on personal choices, individual learning experiences, and the development of self-reliance. This perspective aligns with Western cultural values that prioritize individual success and the ability to navigate life independently. Kyrgyz texts, on the other hand, place a strong emphasis on familial and communal bonds. Childhood is seen as a time of collective learning, where the child is deeply connected to

their family and community. Social context is portrayed as a nurturing environment where collective effort and shared experiences are central to the child's development. This communal approach reflects the cultural importance of interdependence and mutual support in Kyrgyz society.

The comparative analysis of English and Kyrgyz texts reveals distinct cultural narratives that shape how childhood is described in the context of mountain climates. English texts often emphasize individualism, portraying childhood as a journey of personal growth, resilience, and self-discovery. This approach aligns with Western cultural values that prioritize autonomy and personal achievement. The frequent use of metaphors related to exploration, adventure, and overcoming natural challenges reflects a worldview that values conquering adversity as a means of developing character and resilience [11].

In contrast, Kyrgyz texts frame childhood within a communal and interconnected context, where resilience and growth are seen as collective endeavors. This perspective underscores the importance of family, community, and harmony with nature. The depiction of mountains as protective and guiding forces highlights the cultural reverence for the natural environment, which is viewed not as a challenge to be overcome but as a supportive element of life. This reflects broader Kyrgyz values of collectivism, respect for elders, and the belief in the interdependence of all living things.

The differing portrayals of resilience in English and Kyrgyz texts offer insights into how cultural values shape perceptions of strength and adaptation. In English narratives, resilience is often depicted as an individual trait, developed through personal struggle and perseverance. This aligns with the Western ideal of the self-made individual, who succeeds through personal effort and determination. The use of nature metaphors, such as “weathering the storms of youth” or “climbing life's steep hills,” emphasizes the solitary nature of this journey, reinforcing the notion that resilience is a personal quality.

Conversely, Kyrgyz narratives depict resilience as a collective quality, deeply rooted in community and familial support. The concept of resilience in Kyrgyz texts is less about individual achievement and more about the strength derived from being part of a larger social and natural system. This communal approach is reflected in expressions like “strong as the stones of the mountain, united together,” suggesting that resilience is not developed in isolation but through the shared experiences and support of the community. This distinction highlights how cultural context influences the understanding of resilience, shaping it either as a solitary or communal endeavor.

The role of nature in shaping discourses around childhood differs significantly between the two languages. English texts often portray nature as a realm of challenges and obstacles that children must navigate and conquer. This depiction aligns with a broader Western narrative of human dominance over nature, where overcoming natural challenges is seen as a testament to individual strength and resourcefulness. The framing of mountains as obstacles or tests reflects this perspective, positioning nature as something to be mastered rather than a partner in the human journey.

In Kyrgyz texts, however, nature is depicted as a nurturing and protective force. Mountains are not adversaries but allies, providing guidance, shelter, and wisdom. This portrayal reflects a holistic view of the natural world, where humans and nature exist in a harmonious relationship. The idea that mountains “guide the young with wisdom” illustrates the Kyrgyz belief in the interconnectedness of all elements of life, where nature is not a challenge to be conquered but a source of strength and stability. This perspective emphasizes the importance of living in balance with the environment, reflecting broader cultural values of respect and reverence for nature [1].

The social context of childhood in English and Kyrgyz texts further illustrates the contrasting cultural values of individualism and collectivism. English narratives often depict children as



independent agents, navigating their own paths and making personal decisions. This emphasis on independence reflects Western educational and social philosophies that prioritize individual freedom, self-expression, and personal responsibility. Childhood is seen as a time to develop self-reliance and the ability to stand on one's own, aligning with the broader cultural ideal of the independent individual.

In contrast, Kyrgyz narratives place a strong emphasis on familial and communal bonds. Childhood is portrayed as a time of collective learning and social integration, where the child is supported by a network of family and community members. This communal approach is deeply rooted in Kyrgyz culture, where the family unit is seen as the foundation of society, and the upbringing of children is considered a shared responsibility. The depiction of children growing up “under the watchful eyes of elders” reinforces the importance of intergenerational connections and the role of community in nurturing and guiding the young.

The findings of this study have important implications for cross-cultural understanding of childhood and the role of discursive strategies in shaping perceptions of resilience, nature, and social context. By examining how different cultures describe childhood in relation to their environmental and social settings, we gain insights into the values and beliefs that underpin these narratives. The contrast between individualistic and collectivistic approaches to resilience, the role of nature as a challenge versus a guide, and the emphasis on independence versus communal bonds reflect broader cultural differences that influence how childhood is experienced and understood.

Understanding these discursive strategies can also inform educational practices, social policies, and cross-cultural communication by highlighting the diverse ways in which cultures conceptualize childhood and development. Recognizing the importance of community and environment in shaping childhood experiences, as seen in Kyrgyz texts, can offer valuable lessons for promoting more holistic and inclusive approaches to child development. Conversely, the emphasis on personal growth and resilience found in English texts underscores the value of fostering independence and self-confidence in children [12].

This discussion underscores the complex interplay between cultural values, environmental contexts, and discursive strategies in shaping the portrayal of childhood. By comparing English and Kyrgyz texts, this study reveals how different cultures navigate the themes of resilience, the role of nature, and the social context of childhood, offering a richer understanding of the diverse narratives that influence our perceptions of growing up. These insights contribute to a broader appreciation of the cultural nuances that shape our understanding of childhood and the importance of respecting and valuing these differences in a globalized world.

This study has explored the discursive strategies used in English and Kyrgyz texts to describe childhood in the context of mountain climates, highlighting significant cultural differences in the portrayal of resilience, the role of nature, and social context. By comparing these narratives, it becomes evident that cultural values and environmental settings profoundly shape how childhood is conceptualized and depicted in different linguistic and cultural contexts.

In English texts, childhood is often portrayed as an individual journey characterized by personal resilience, independence, and the ability to overcome challenges. This reflects broader Western ideals of self-reliance, personal achievement, and the triumph of the individual. The use of nature metaphors and adventure-related themes underscores the belief in personal growth through the conquest of natural and personal obstacles. Conversely, Kyrgyz texts present a more communal and interconnected view of childhood, where resilience is developed through the support of family, community, and harmony with nature. The depiction of mountains as protective and guiding forces reflects the deep cultural reverence for the natural environment, emphasizing balance, collective effort, and the integration of the individual within a larger social and natural world. This perspective

highlights the importance of community bonds and the role of elders and family in guiding children through life's journey.

The comparative analysis underscores the contrasting values of individualism and collectivism that define English and Kyrgyz cultural narratives. English texts prioritize the individual's ability to navigate and master their environment, while Kyrgyz texts emphasize the collective strength derived from familial and communal ties, as well as a harmonious relationship with nature. These differences reflect broader cultural attitudes towards resilience, the human-nature relationship, and the social dynamics of upbringing. Understanding these diverse discursive strategies is crucial for fostering cross-cultural appreciation and communication. It highlights the need to recognize and respect the varied ways in which cultures approach childhood and development, influenced by their unique environmental and social contexts. The findings of this study can inform educational and social practices by promoting a more nuanced view of childhood that values both individual and collective approaches to resilience and growth.

Ultimately, this study contributes to the broader discourse on the role of culture and environment in shaping childhood narratives, offering insights into how language and storytelling reflect and perpetuate cultural values. By examining the distinct ways in which English and Kyrgyz texts describe childhood, this research underscores the importance of cultural diversity in our understanding of human development and the significance of integrating these perspectives in a globalized world.

#### References:

1. Alieva, M. A. (2023). Epic genre on the Great Silk Road. *Vestnik Mezhdunarodnogo Universiteta Kyrgyzstana*, 4(52), 67-72.
2. Alieva, M. & Muratova, A. (2024). The Depiction of Childhood in English Fairy Tales and Folklore. *Bulletin of Science and Practice*, 10(10), 419-428. <https://doi.org/10.33619/2414-2948/107/55>
3. Bakhtin, M. M. (1986). *Speech Genres and Other Late Essays*. University of Texas Press.
4. Cameron, L. (2003). *Metaphor in Educational Discourse*. Continuum.
5. Geertz, C. (1973). *The Interpretation of Cultures: Selected Essays*. Basic Books.
6. Johnson, M. (1987). *The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason*. University of Chicago Press.
7. Katan, D. (1999). *Translating Cultures: An Introduction for Translators, Interpreters and Mediators*. St. Jerome Publishing.
8. Kövecses, Z. (2005). *Metaphor in Culture: Universality and Variation*. Cambridge University Press.
9. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.
10. Littlemore, J., & Low, G. (2006). *Figurative Thinking and Foreign Language Learning*. Palgrave Macmillan.
11. Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. Harcourt, Brace and Company.
12. Schieffelin, B. B., & Ochs, E. (1986). *Language Socialization Across Cultures*. Cambridge University Press.
13. Whorf, B. L. (1956). *Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf*. MIT Press.
14. Wierzbicka, A. (1997). *Understanding Cultures Through Their Key Words: English, Russian, Polish, German, and Japanese*. Oxford University Press.
15. Wurm, S. A., Mühlhäusler, P., & Tryon, D. T. (Eds.). (1996). *Atlas of Languages of Intercultural Communication in the Pacific, Asia, and the Americas*. Mouton de Gruyter.

16. Yusupova, G. (2018). Mountains as Cultural Heritage: The Role of Natural Landscapes in Kyrgyz Identity. Bishkek University Press.

*Список литературы:*

1. Alieva M. A. Epic genre on the Great Silk Road // Вестник Международного Университета Кыргызстана. 2023. №4(52). С. 67-72.
2. Alieva M., Muratova A. The Depiction of Childhood in English Fairy Tales and Folklore // Бюллетень науки и практики. 2024. Т. 10. №10. С. 419-428. <https://doi.org/10.33619/2414-2948/107/55>
3. Bakhtin M. M. Speech Genres and Other Late Essays. University of Texas Press. (1986).
4. Cameron L. Metaphor in Educational Discourse. Continuum. (2003).
5. Geertz C. The Interpretation of Cultures: Selected Essays. Basic Books. (1973).
6. Johnson M. The Body in the Mind: The Bodily Basis of Meaning, Imagination, and Reason. University of Chicago Press. (1987).
7. Katan D. Translating Cultures: An Introduction for Translators, Interpreters and Mediators. St. Jerome Publishing. (1999).
8. Kövecses Z. Metaphor in Culture: Universality and Variation. Cambridge University Press. 2005.
9. Lakoff G., Johnson M. Metaphors We Live By. University of Chicago Press. 1980.
10. Littlemore J., Low G. Figurative Thinking and Foreign Language Learning. 2006.
11. Sapir E. Language: An Introduction to the Study of Speech. Harcourt, Brace and Company. 1921.
12. Schieffelin B. B., Ochs E. Language Socialization Across Cultures. Cambridge University Press. 1986.
13. Whorf B. L. Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf. MIT Press. 1956.
14. Wierzbicka A. Understanding Cultures Through Their Key Words: English, Russian, Polish, German, and Japanese. Oxford University Press. 1997.
15. Wurm S. A., Mühlhäusler P., Tryon D. T. Atlas of Languages of Intercultural Communication in the Pacific, Asia, and the Americas. Mouton de Gruyter. 1996.
16. Yusupova G. Mountains as Cultural Heritage: The Role of Natural Landscapes in Kyrgyz Identity. Bishkek University Press. 2018.

*Работа поступила  
в редакцию 01.12.2024 г.*

*Принята к публикации  
09.12.2024 г.*

*Ссылка для цитирования:*

Muratova A., Ibraeva B. Discursive Strategies of Describing Childhood in the Context of Mountain Climate // Бюллетень науки и практики. 2025. Т. 11. №1. С. 448-458. <https://doi.org/10.33619/2414-2948/110/52>

*Cite as (APA):*

Muratova, A., & Ibraeva, B. (2025). Discursive Strategies of Describing Childhood in the Context of Mountain Climate. *Bulletin of Science and Practice*, 11(1), 448-458. <https://doi.org/10.33619/2414-2948/110/52>