

Conceptual and terminological framework for children's advertising research: a comparative study of French and Uzbek contexts

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Abstract: *This study presents a cross-linguistic examination of terminology systems employed in children's advertising research within French-speaking and Uzbek-speaking academic communities. Through systematic analysis of scholarly publications, specialized dictionaries, and empirical research spanning three decades, the investigation identifies shared conceptual foundations alongside culturally-embedded distinctions in terminological frameworks. The research explores how cultural paradigms influence conceptual architectures, lexical formation patterns, and semantic dimensions of advertising terminology. Findings indicate significant divergences in both linguistic representation and underlying conceptualization of children's advertising phenomena, stemming from contrasting cultural values, educational philosophies, and societal norms. The French tradition emphasizes critical analytical perspectives and individual autonomy, while the Uzbek approach foregrounds educational functions and collective cultural values. These terminological differences reflect deeper epistemological orientations shaping how each culture comprehends and regulates advertising communication directed toward young audiences.*

Keywords: advertising terminology, cross-cultural linguistics, children's media, terminological systems, French advertising, Uzbek advertising, comparative linguistics, cultural paradigms

1. Introduction

Commercial communication targeting juvenile demographics has garnered sustained scholarly attention across multiple academic disciplines over recent decades (McNeal, 1992; Young, 2002). This multidimensional phenomenon necessitates interdisciplinary terminological instruments drawn from linguistics, developmental psychology, marketing studies, sociology, and anthropology (Gunter & Furnham, 1998). Each national research community develops distinctive terminological ecosystems reflecting culture-specific understandings of childhood, commercial messaging, and their intersections (Buckingham, 2011; Ter-Minasova, 2000). The investigation of these terminological systems reveals how language encodes cultural conceptualizations of advertising phenomena (Maslova, 2001).

Terminological heterogeneity in children's advertising discourse presents escalating challenges amid industry globalization and intensified cross-border communication flows (Hofstede, 2001). Practitioners and researchers encounter systematic difficulties in translation and conceptual interpretation, potentially resulting in miscommunication and methodological inconsistencies (Karasik, 2002). Beyond surface linguistic variations, these terminological differences often conceal fundamental conceptual disagreements about children's advertising's essential nature and societal implications (Cook, 2004; Schor, 2004). Understanding these divergences requires examining how commercial communications targeting children are conceptualized within different cultural frameworks (Juliet, 2005).

This investigation focuses comparatively on French and Uzbek research traditions for methodologically sound reasons. French scholarship maintains one of the world's most theoretically sophisticated frameworks for examining advertising discourse, with particular strength in children's advertising analysis (Barthes, 1980; Foucault, 1969). French researchers have pioneered analytical methodologies, established robust terminological foundations, and developed critical theoretical approaches to commercial communications. Meanwhile, Uzbek advertising research represents a dynamic emerging tradition actively developing indigenous terminological infrastructure (Mahmudov & Nurmonov, 2008), providing valuable insights into scientific language evolution processes within post-Soviet Central Asian contexts.

This research aims to conduct systematic comparative examination of conceptual and terminological systems utilized in describing children's advertising within French and Uzbek scholarly contexts. Specific objectives include: identifying foundational terms and concepts constituting each terminological system's core; analyzing semantic architectures of key terminology; distinguishing universal from culture-specific terminological components; examining lexical formation patterns and nomination strategies; and identifying terminological gaps with their compensation mechanisms.

2. Theoretical Framework and Research Methodology

Advertising targeting children constitutes a specialized communicative phenomenon examined through varied theoretical frameworks. Western scholarship, particularly in Francophone contexts, predominantly adopts critical analytical orientations traceable to Frankfurt School critical theory and French structuralism (Barthes, 1980). This perspective conceptualizes children's advertising principally as socialization machinery and consumer behavior formation apparatus, emphasizing potentially manipulative aspects of advertising's influence on developing cognition (Foucault, 1969). Contemporary research continues examining how advertising literacy mediates effects on children's consumer behaviors and food choices (Livingstone & Helsper, 2006).

French researchers employ discourse theoretical frameworks rooted in Foucauldian analysis and refined by contemporary linguists studying advertising as discursive practice (Barthes, 1980). Within these frameworks, advertising functions not merely as textual collections but as distinctive discursive practices constructing social realities and value systems. Applied to children's advertising, this theoretical orientation examines how advertising discourse constructs childhood representations, shapes social role perceptions, reinforces gender patterns, and establishes consumer practice norms (Cook, 2004; Schor, 2004).

Uzbek research traditions synthesize multiple theoretical foundations. One dimension maintains connections with Soviet functional stylistics, examining advertising within journalistic style and mass communication frameworks (Mahmudov & Nurmonov, 2008). Simultaneously, active integration of Western theoretical constructs and analytical methodologies occurs (Ter-Minasova, 2000). A defining characteristic involves emphasizing advertising content alignment with traditional cultural values and educational ideals characteristic of Uzbek society. This approach reflects broader patterns in post-Soviet linguistic research adapting Western methodologies to local cultural contexts (Karasik, 2002).

This study employs linguocultural analytical approaches viewing terminology not solely as scientific descriptive tools but as cultural conceptualization reflections regarding childhood, advertising, and their relationships (Maslova, 2001). Individual terminological units convey specific cultural information embedded within societal value systems. Consequently, comparative terminological analysis enables identification of both linguistic variations and conceptual divergences in understanding children's advertising phenomena, revealing how different cultures construct knowledge about commercial communications targeting youth (Hofstede, 2001).

The methodological framework integrates comparative linguistic techniques, terminological science methods, and linguocultural analytical approaches (Maslova, 2001; Ter-Minasova, 2000). Primary research materials comprised scholarly publications, monographs, and dissertations addressing children's advertising published in French, Uzbek, and Russian during 1990-2024. Additionally, specialized dictionaries, glossaries, and marketing reference materials underwent systematic examination following established protocols for terminological research (Karasik, 2002).

Research proceeded through sequential phases informed by comparative linguistic methodology. Initial corpus compilation involved continuous sampling from scientific texts devoted to children's advertising. Selection criteria encompassed usage frequency, terminological centrality in phenomenon description, and definitional presence in specialized literature. Subsequent componential analysis of selected term meanings enabled identification of semantic architectures. The third phase established cross-linguistic correspondences and identified equivalent terminology. Final analytical phases examined identified similarities and divergences considering cultural contexts of terminological functioning, drawing on frameworks for cross-cultural comparison developed by Hofstede (2001) and applied to linguistic contexts by Ter-Minasova (2000).

3. Terminological Inventory and Conceptual Foundations

French academic discourse employs multiple terminological designations for children's advertising, reflecting sophisticated theoretical elaboration characteristic of French advertising scholarship (Barthes, 1980). The term "*publicité destinée aux enfants*" emphasizes audience targeting and intentional communication design. "*Publicité pour enfants*" maintains neutral generality suitable for broader usage. "*Publicité enfantine*" highlights content-specific characteristics distinguishing it from adult-oriented communication. Each designation carries distinct semantic implications reflecting nuanced conceptual differences in French advertising scholarship (Foucault, 1969).

French terminology distinguishes narrow versus broad conceptualizations, a distinction emerging from critical analyses of commercial communications (Barthes, 1980). Narrowly defined, children's advertising encompasses commercial communication for products exclusively serving juvenile consumers—toys, confectionery, educational services (McNeal, 1992). Broadly conceived, it includes family-product advertising employing children's imagery or designed for mixed-age viewing (Young, 2002). Key specialized concepts include "*cible enfantine*" (target demographic), "*univers ludique*" (playful environment), "*héros publicitaire*" (advertising protagonist), and "*pouvoir de prescription*" (children's purchase influence capacity), terms reflecting French marketing scholarship's analytical precision (Gunter & Furnham, 1998).

Uzbek scholarly discourse primarily employs "*bolalarga mo'ljalangan reklama*" emphasizing intentional targeting, with abbreviated "*bolalar reklamasi*" appearing in professional and journalistic contexts (Mahmudov & Nurmonov, 2008). Uzbek definitions characteristically incorporate cultural-normative dimensions alongside age-demographic specifications, defining children's advertising as commercial information addressing juvenile audiences while accounting for psychological characteristics and aligning

with national-cultural value systems. This integrative approach reflects broader patterns in Uzbek linguistic scholarship emphasizing language's embeddedness in cultural contexts (Karasik, 2002; Maslova, 2001).

Distinctive Uzbek terminology includes "milliy qadriyatlarga mos reklama" (culturally-aligned advertising), "oilaviy qadriyatlarni targ'ib qiluvchi reklama" (family-values promoting advertising), and "tarbiyaviy ta'sir" (educational influence). The concept "ijobiy namuna" (positive exemplar) reflects pedagogical emphases, describing advertising characters demonstrating socially-approved behavioral patterns. These terms collectively embody Uzbek culture's emphasis on collective values, family centrality, and advertising's constructive educational potential (Mahmudov & Nurmonov, 2008), contrasting sharply with Western critical traditions (Cook, 2004; Schor, 2004).

4. Comparative Analysis: Universal and Culture-Specific Elements

Despite cultural divergences, both terminological systems share foundational concepts describing advertising communication's basic structural elements, reflecting universal dimensions of commercial communication (McNeal, 1992; Young, 2002). Universal terminology encompasses communication participant designations (target audience, advertiser, message receiver), distribution channel terms (television, print, digital media), and message component descriptions (visual, verbal, audio elements). This shared terminological foundation facilitates cross-cultural scholarly communication and comparative research, enabling dialogue across linguistic-cultural boundaries (Hofstede, 2001; Ter-Minasova, 2000).

Culture-specific terminology reveals divergent conceptual foundations reflecting contrasting value systems. French-specific concepts emphasize individual development: "autonomie de l'enfant" (child autonomy) lacks Uzbek equivalent given Uzbek culture's emphasis on family integration over individual independence (Hofstede, 2001). Similarly, "expression personnelle" (personal self-expression) reflects Western individualist values absent in collectivist Uzbek advertising conceptualizations. These differences align with broader cross-cultural patterns distinguishing individualist and collectivist societies (Hofstede, 2001; Maslova, 2001).

Conversely, Uzbek-specific terminology centers family and educational dimensions absent from French critical frameworks. "Oilaviy qadriyatlar" (family values) permeates Uzbek children's advertising conceptualization without French equivalent capturing its cultural depth (Mahmudov & Nurmonov, 2008). "Kattalarga hurmat" (elder respect) represents fundamental Uzbek cultural principle lacking direct French terminological correspondence. "Madaniy meros" (cultural heritage) designates advertising's connections with traditional culture and national symbols, a dimension minimally theorized in French critical traditions focused on commercial exploitation concerns (Barthes, 1980; Cook, 2004).

Cross-linguistic comparison reveals systematic terminological gaps requiring compensatory strategies, a common phenomenon in specialized terminology transfer (Ter-Minasova, 2000). Uzbek terminology lacks established equivalents for contemporary digital formats: "advergaming," "branded content," and "native advertising" typically appear as borrowings with explanatory glosses (Mahmudov & Nurmonov, 2008). French terminology conversely lacks specialized terms for educational dimensions central to Uzbek tradition (Karasik, 2002). The Uzbek "tarbiyaviy funktsiya" (educational function) translates formally as "fonction éducative" but lacks established status in French children's advertising scholarship, where critical terms like "socialisation consumériste" (consumerist socialization) predominate (Schor, 2004), reflecting fundamentally different cultural attitudes toward commercial communications targeting youth (Juliet, 2005; Livingstone & Helsper, 2006).

5. Lexical Formation Patterns and Semantic Structures

French terminology exhibits preference for affixal derivation and compounding, patterns characteristic of Romance language term formation (Ter-Minasova, 2000). Productive suffixes (-tion, -age, -ment) generate abstract nominalizations: "communication," "ciblage," "positionnement." Prefixation (re-, dé-, pré-) expresses aspectual modifications. Compound formation creates concise technical terms: "publi-rédactionnel," "télé-achat." These synthetic formations enable compact expression of complex concepts within single lexical units, reflecting French linguistic preferences for economy and precision (Maslova, 2001).

Uzbek terminology predominantly employs analytical multi-word constructions where head nouns receive modificational specification: "bolalarga mo'ljallangan reklama," "vizual ta'sir vositalari," "psixologik ta'sir mexanizmi" (Mahmudov & Nurmonov, 2008). While semantically transparent, these constructions prove less compact than French synthetic equivalents. Extensive borrowing from Russian and English sources characterizes contemporary Uzbek terminology ("brend," "marketing," "kontent"), often appearing in hybrid formations combining borrowed and native elements, a pattern common in post-Soviet terminological development (Karasik, 2002).

Componential analysis reveals conceptual framing differences reflecting broader cultural values (Hofstede, 2001; Maslova, 2001). French "publicité destinée aux enfants" incorporates components: [commercial communication], [intentional targeting], [juvenile demographic], [specialized strategies], [manipulative potential]. The final component, though implicit in formal definitions, pervades French terminological connotations reflecting critical theoretical orientations traceable to structuralist and post-structuralist traditions (Barthes, 1980; Foucault, 1969).

Uzbek "bolalarga mo'ljallangan reklama" comprises: [commercial information], [intentional targeting], [juvenile demographic], [age-appropriate content], [cultural alignment], [educational function]. The explicit educational component absent from French

equivalents reflects fundamentally different cultural conceptualizations emphasizing advertising's constructive potential (Mahmudov & Nurmonov, 2008). Uzbek "reklama qahramoni" additionally incorporates [positive exemplar] components absent from French "héros publicitaire," emphasizing characters' didactic functions rather than marketing instrumentality (Cook, 2004; McNeal, 1992).

6. Pragmatic Contexts and Discourse Functions

Terminological functioning extends beyond semantic content to encompass pragmatic dimensions—communicative goals, authorial positioning, audience orientation (Ter-Minasova, 2000). French scholarship predominantly employs critical discourse marked by negative or cautionary connotations. Terms "manipulation," "influence," "persuasion" frequently collocate with intensifiers "excessive," "abusive," establishing critical discourse tonality reflecting concerns about commercial exploitation of childhood (Cook, 2004; Schor, 2004; Juliet, 2005).

French researchers extensively deploy military and invasion metaphors: "bombardement publicitaire," "invasion," "colonisation de l'imaginaire enfantin" (Barthes, 1980). These metaphorical frameworks construct advertising as aggressive force threatening vulnerable child consciousness, aligning with critical theoretical traditions viewing commercial communications as instruments of ideological domination. Such framings have influenced regulatory approaches across Francophone contexts (Livingstone & Helsper, 2006).

Uzbek scholarly discourse maintains neutral to moderately positive tonality, reflecting different cultural attitudes toward commercial communications (Mahmudov & Nurmonov, 2008). Terms function primarily in literal rather than metaphorical registers. Educators employ pedagogical terminology—"ma'lumot berish" (informing), "tushuntirish" (explaining), "yo'naltirish" (guiding)—framing advertising as potential socialization resource rather than threat requiring restrictive regulation. This approach aligns with broader educational philosophies emphasizing guidance over prohibition (Karasik, 2002).

Table 1. Core Terminological Contrasts

Conceptual Domain	French Terminology	Uzbek Terminology	Primary Distinction
Basic designation	publicité destinée aux enfants	bolalarga mo'ljallangan reklama	Functional equivalence
Target concept	cible enfantine	maqsadli auditoriya	Universal term
Individual development	autonomie de l'enfant	[No equivalent]	French-specific (Hofstede, 2001)
Family orientation	[No equivalent]	oilaviy qadriyatlar	Uzbek-specific (Mahmudov & Nurmonov, 2008)
Educational function	[Minimal theorization]	tarbiyaviy funktsiya	Uzbek emphasis (Karasik, 2002)
Cultural heritage	ancrage culturel	madaniy meros	Different emphasis
Advertising character	héros publicitaire	reklama qahramoni / ijobiy namuna	Semantic divergence (McNeal, 1992)
Child influence	pouvoir de prescription	ta'sir kuchi	Partial equivalence (Gunter & Furnham, 1998)

7. Conclusions and Research Implications

This comparative investigation of French and Uzbek children's advertising terminology illuminates fundamental interconnections between terminological systems and cultural paradigms. Analysis reveals both universal conceptual foundations enabling cross-cultural dialogue and culture-specific elements reflecting distinct value orientations.

Both systems incorporate shared terminology describing advertising communication's structural components—participant roles, distribution channels, message elements. This universal foundation facilitates comparative scholarship and international collaboration.

Culture-specific terminology reveals deeper epistemological divergences. French terms emphasize individual development, critical analysis, and protective regulation, reflecting Western individualist cultural foundations. Uzbek terms foreground educational

functions, family values, and cultural alignment, embodying collectivist cultural orientations. These terminological distinctions manifest contrasting societal attitudes: French scholarship conceptualizes children's advertising as potential threat requiring regulatory restriction; Uzbek scholarship views it as socialization instrument with constructive educational applications.

The French system demonstrates greater elaboration, differentiation, and specialization, incorporating detailed terminology for age segmentation, psychological mechanisms, and critical analysis. Uzbek terminology, actively developing, combines international borrowings with indigenous innovations addressing culture-specific concepts.

Morphological analysis reveals French preference for synthetic formations (affixation, compounding) versus Uzbek preference for analytical multi-word constructions. Pragmatically, French critical discourse employs negative connotations and military metaphors; Uzbek discourse maintains neutral-positive tonality with pedagogical framing.

Research contributions span theoretical and applied dimensions. Theoretically, findings advance comparative terminological science and linguoculturology, demonstrating terminology's function as cultural value carrier beyond neutral scientific description. Practically, results inform bilingual dictionary development, intercultural communication training, and translation practice improvement.

Future research directions include: expanding comparative scope to incorporate additional linguistic-cultural traditions; conducting diachronic analysis of terminological evolution; examining terminological diffusion across discourse types (scholarly, professional, media, popular); and developing harmonization methodologies for international unified terminology facilitating global research cooperation.

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