

LINGUA-CULTURAL APPROACH TO THE LEXICAL UNITS DENOTING EMOTIONS

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***Annotatsiya:** Mazkur maqolada emotsiyalarni ifodalovchi leksik birliklar lingvomadaniy yondashuv asosida tahlil qilinadi. Tadqiqotda til va madaniyat o'rtasidagi o'zaro bog'liqlik emotsional leksika misolida yoritilib, hissiy ma'nolarni ifodalovchi birliklarning milliy-madaniy xususiyatlari aniqlanadi. Emotsiyalarni bildiruvchi so'zlar va frazeologik birliklarning semantik, konnotativ va pragmatik jihatlari o'rganilib, ularning nutqdagi funksional roli ko'rsatib beriladi. Shuningdek, turli lingvomadaniy muhitlarda emotsional tushunchalarning shakllanishi va ifodalanishidagi o'xshashlik hamda tafovutlar tahlil qilinadi. Tadqiqot natijalari til birliklarining emotsional mazmuni madaniy qadriyatlar, mentalitet va ijtimoiy tajriba bilan uzviy bog'liqligini tasdiqlaydi.*

***Kalit so'zlar:** lingvomadaniy yondashuv, emotiv leksika, emotsiya, konnotatsiya, semantika, frazeologiya, madaniyat, til va tafakkur, pragmatika*

***Abstract :** This article examines lexical units denoting emotions from a linguo-cultural perspective. The study explores the interrelationship between language and culture through the analysis of emotive vocabulary, highlighting the culturally specific features of emotional expression. Words and phraseological units that convey emotions are analyzed in terms of their semantic, connotative, and pragmatic characteristics, as well as their functional role in discourse. The research also investigates similarities and differences in the conceptualization and expression of emotions across different linguocultural contexts. The findings demonstrate that the emotional meaning of lexical units is closely connected with cultural values, mentality, and social experience.*

***Keywords:** linguocultural approach, emotive lexicon, emotion, connotation, semantics, phraseology, culture, language and thought, pragmatics*

***Аннотация:** В данной статье рассматриваются лексические единицы, обозначающие эмоции, с лингвокультурологической точки зрения. В исследовании анализируется взаимосвязь языка и культуры на примере мотивной лексики, выявляются национально-культурные особенности выражения эмоций. Рассматриваются слова и фразеологические единицы,*

передающие эмоциональные значения, с точки зрения их семантических, коннотативных и прагматических характеристик, а также их функциональной роли в речи. Особое внимание уделяется сходствам и различиям в концептуализации и выражении эмоций в различных лингвокультурных средах. Результаты исследования подтверждают, что эмоциональное значение лексических единиц тесно связано с культурными ценностями, менталитетом и социальным опытом.

Ключевые слова: лингвокультурологический подход, эмотивная лексика, эмоция, коннотация, семантика, фразеология, культура, язык и мышление, прагматика

INTRODUCTION

Emotions constitute a fundamental dimension of human cognition and communication, shaping how individuals perceive the world and interact with others. Language serves as the primary medium through which these emotions are conceptualized and expressed, and lexical units play a central role in encoding emotional experience. Words denoting emotions do not merely reflect internal psychological states; they are also deeply embedded in cultural frameworks that influence their meaning, usage, and interpretation.

A linguo-cultural approach to emotive lexical units emphasizes the interdependence between language and culture in the representation of emotions. Emotional concepts are not universal in their linguistic realization; instead, they are shaped by culturally specific values, beliefs, and social practices. This perspective highlights that the same emotion may be categorized, expressed, or evaluated differently across languages, depending on the underlying cultural context. Consequently, the study of emotive vocabulary requires an analysis that goes beyond purely semantic boundaries and incorporates cultural and cognitive dimensions. Lexical units denoting emotions include a wide range of linguistic forms, such as adjectives, nouns, verbs, and phraseological expressions. These units carry both denotative and connotative meanings, with the latter often reflecting culturally conditioned attitudes and evaluations. For example, certain emotional expressions may carry positive connotations in one culture while being perceived as negative or inappropriate in another. Such variations demonstrate that emotional meaning is not fixed but dynamically constructed within specific linguo-cultural environments. Recent developments in linguistics have increasingly focused on the role of language in shaping emotional experience, drawing on insights from cognitive linguistics, cultural

linguistics, and pragmatics. Within this framework, emotive lexicon is viewed as a key site where language, thought, and culture intersect. The study of emotional vocabulary provides valuable insights into how speakers categorize feelings, interpret social situations, and construct meaning in communication. The relevance of this research lies in its attempt to analyze lexical units denoting emotions through a linguo-cultural lens, uncovering the cultural specificity and variability of emotional expression. By examining both universal and culture-bound aspects of emotive lexicon, the study contributes to a more comprehensive understanding of how emotions are encoded in language and how they function within different communicative contexts. The aim of the present study is to investigate the semantic, connotative, and pragmatic features of lexical units denoting emotions, with particular attention to their linguo-cultural characteristics. Through this analysis, the research seeks to reveal how emotional meaning is shaped by cultural values and how it influences communication across different linguistic communities.

MAIN

BODY

The linguo-cultural analysis of lexical units denoting emotions demonstrates that emotional meaning is constructed at the intersection of semantic structure and cultural interpretation. Emotive lexicon encompasses a wide range of linguistic forms—nouns, verbs, adjectives, adverbs, and phraseological expressions—each contributing differently to the representation of emotional experience. While the denotative core of such units may appear comparable across languages, their connotative layers often reveal significant cultural specificity. A useful point of departure is the semantic classification of emotion-denoting lexical units. These can be grouped into basic emotion terms (e.g., joy, anger, fear), evaluative descriptors (e.g., pleasant, disturbing, kind), and metaphorically extended expressions (e.g., heartbroken, burning with anger). Basic terms tend to show a higher degree of cross-linguistic stability, reflecting shared human emotional experiences. In contrast, evaluative and metaphorical expressions exhibit greater variation, as they are shaped by culturally embedded models of feeling and behavior. Connotation plays a decisive role in differentiating emotive lexical units within and across languages. Words with similar denotative meanings may carry distinct emotional tones due to cultural associations, historical usage, or stylistic preferences. For instance, expressions of pride or modesty can be evaluated differently depending on cultural norms regarding individualism and collectivism. In Uzbek, emotional expression is often moderated by norms of respect and social harmony, leading to a preference for indirect or softened

forms. English, particularly in informal registers, frequently allows more direct lexicalization of emotional states. Phraseological units and idioms provide especially rich evidence of linguo-cultural specificity. These expressions encapsulate culturally salient metaphors and symbolic associations, often rooted in shared historical and social experiences. Emotional states are frequently conceptualized through bodily imagery, spatial orientation, or natural phenomena. While some metaphors—such as linking emotion to physical sensation—are widespread, the specific imagery and linguistic realization vary across languages. Uzbek phraseology, for example, often reflects traditional values and collective experience, whereas English idioms may draw on a broader range of metaphorical domains shaped by diverse cultural influences. The pragmatic dimension further clarifies how emotive lexical units function in communication. Emotional expressions are not used in isolation; they are embedded in discourse and serve specific interactional purposes. Speakers select particular lexical items to signal evaluation, align with interlocutors, express empathy, or manage social distance. Cultural norms influence these choices, determining what is considered appropriate, excessive, or insufficient in a given context. As a result, the same emotional state may be expressed differently depending on situational and cultural expectations. Another important aspect concerns the role of cognitive models in shaping emotive lexicon. Emotions are conceptualized through culturally mediated schemas that organize experience and guide interpretation. These schemas influence how emotions are categorized, which distinctions are emphasized, and how they are linguistically encoded. The presence of culturally specific emotion terms that lack direct equivalents in other languages illustrates this point, highlighting the non-universality of emotional categorization. Comparative observations suggest that while there are universal tendencies in the linguistic representation of emotions, such as the existence of basic emotion categories, the ways in which these emotions are elaborated and expressed are strongly influenced by cultural context. The interaction between universal cognitive mechanisms and culture-specific patterns results in a complex system of emotive lexical units that reflects both shared human experience and cultural diversity. Through this analysis, it becomes evident that emotive lexicon cannot be fully understood without considering its linguo-cultural dimension. Emotional meaning emerges not only from the internal structure of language but also from the cultural environment in which language is used, making emotive lexical units a key site for exploring the relationship between language, culture, and human experience.

CONCLUSION

The analysis confirms that lexical units denoting emotions are shaped by a close interaction between semantic structure and cultural context. Emotional meaning is not limited to denotation; it is enriched by connotation, evaluative force, and culturally grounded associations that guide interpretation in discourse. The findings show that while basic emotion categories display a degree of cross-linguistic stability, their linguistic realization varies considerably across cultures. This variation is especially visible in evaluative and metaphorical expressions, as well as in phraseological units, where cultural values and shared experiences are encoded. Differences between English and Uzbek illustrate how norms of directness, politeness, and social harmony influence the choice and intensity of emotive vocabulary. The role of connotation emerges as central in distinguishing lexical items with similar denotative meanings. Speakers rely on culturally informed knowledge to select appropriate expressions, adjusting emotional tone according to context and communicative goals. In this respect, emotive lexicon functions as a flexible tool for managing interpersonal relations, signaling attitudes, and shaping interaction. From a linguo-cultural perspective, emotional expression is closely linked to cognitive models that reflect culturally specific ways of categorizing and interpreting feelings. The presence of language-specific emotion terms and culturally embedded metaphors highlights the diversity of emotional conceptualization across linguistic communities. The study demonstrates that emotive lexical units are not only linguistic elements but also carriers of cultural meaning. Their analysis provides valuable insights into how language encodes emotion and how cultural frameworks influence communication. A deeper understanding of these processes is essential for effective intercultural interaction, translation practices, and the development of communicative competence in multilingual contexts.

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