

METAPHORICAL THINKING IN ENGLISH AND UZBEK: A CROSS-CULTURAL AND COGNITIVE TYPOLOGICAL STUDY

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Abstract. This study examines the function of metaphorical thinking in Uzbek and English from a cognitive typological and cross-cultural standpoint. Metaphors represent human intellect and cultural worldviews in addition to being verbal expressions. Through a comparison of conceptual metaphors pertaining to time, love, and life in both languages, the study reveals how individuals interpret and communicate abstract concepts using well-known cultural imagery. The study makes the case that historical, social, and environmental variables are intimately related to variations in metaphorical systems. By including metaphor-based explanations, the results may aid English language instructors in fostering cultural competency in EFL courses.

Keywords: metaphorical thinking, English, Uzbek, cross-cultural communication, cognitive typology

Annotatsiya. Ushbu maqolada ingliz va o'zbek tillarida metaforik tafakkurning roli madaniyatlararo va kognitiv tipologik nuqtai nazardan o'rganiladi. Metafora nafaqat lingvistik iboralar, balki madaniy dunyoqarash va inson idrokining aksidir. Har ikki tilda vaqt, sevgi va hayot bilan bog'liq konseptual metaforalarni solishtirish orqali tadqiqot odamlarning mavhum g'oyalarni tanish madaniy tasvirlar orqali qanday idrok etishi va ifodalashini aniqlaydi. Maqolada metaforik tizimlardagi farqlar tarixiy, ijtimoiy va ekologik omillar bilan chambarchas bog'liqligini ta'kidlaydi. Topilmalar ingliz tili o'qituvchilariga metafora asosidagi tushuntirishlarni birlashtirish orqali EFL sinflarida madaniy kompetentsiyani rivojlantirishga yordam berishi mumkin.

Kalit so'zlar: metaforik tafakkur, ingliz, o'zbek, madaniyatlararo muloqot, kognitiv tipologiya

Аннотация. В данной статье рассматривается роль метафорического мышления в английском и узбекском языках с точки зрения межкультурного и когнитивно-типологического аспекта. Метафоры – это не только языковые выражения, но и отражение культурного мировоззрения и человеческого познания. Сравнивая концептуальные метафоры, связанные со временем, любовью и жизнью в обоих языках, исследование выявляет, как люди воспринимают и выражают абстрактные идеи посредством знакомых культурных образов. В статье утверждается, что различия в метафорических системах тесно связаны с историческими, социальными и экологическими факторами. Полученные результаты могут помочь учителям английского языка развивать культурную компетентность на занятиях по английскому языку как иностранному путем интеграции объяснений, основанных на метафорах.

Ключевые слова: метафорическое мышление, английский язык, узбекский язык, межкультурная коммуникация, когнитивная типология

INTRODUCTION

Thought and language are closely related. Metaphors are one of the most intriguing methods to understand this relationship. Metaphors are fundamental tools of human intellect as well as figures of speech. Lakoff and Johnson (1980) assert that individuals use conceptual metaphors to make sense of the world, such as time is money or life is a journey. These metaphors influence the thoughts, emotions, and communication of people from various cultural backgrounds. The comparison of metaphorical thinking in Uzbek and English is the main topic of this essay. The goal is to demonstrate how each culture uses its unique conceptual and cultural frameworks to convey abstract concepts like time, love, and life.

Using a cognitive typological approach, the study examines metaphors as mental patterns that might vary or overlap between languages. Comprehending these distinctions is crucial for both teaching English as a foreign language and linguistic research. Learners may speak more organically and steer clear of cultural misconceptions when they comprehend how metaphors represent culture.

Literature Review

In cognitive linguistics, metaphor has been extensively researched. The Conceptual Metaphor Theory (CMT), developed by Lakoff and Johnson in 1980, describes how metaphors are utilized to comprehend abstract ideas through tangible experiences. For instance, the English phrase "time is money" represents a society in which time is valued economically. Metaphors are culturally distinctive, according to other academics like Kövecses (2005). Geographical location, customs, and shared experiences all have an impact on them. For example, metaphors in Uzbek are

frequently associated with nature, family, and hospitality, which reflects the region's traditional way of life. Teaching metaphors in language classes enhances students' cultural knowledge and understanding, according to recent studies (Boers, 2000; Charteris-Black, 2017). Nevertheless, there are currently few studies that compare Uzbek and English explicitly. This disparity highlights the necessity for more thorough investigation into the manner in which metaphorical systems reflect various modes of thought.

Methodology

A comparative qualitative approach is used in this investigation. Proverbs, ordinary speech, and literary works in both English and Uzbek were used to gather data. Finding common metaphorical notions and categorizing them using three universal themes was the primary objective.

1. Time, 2. Love, and 3. Life.

The framework of Conceptual Metaphor Theory was used to investigate each metaphor. Both the source domain—the notion or picture used to represent something—and the target domain—the abstract idea being explained—were the focus of the investigation. For example, "life" is the target domain and "journey" is the source domain in "life is a journey."

Analysis and Discussion

1. Metaphors of Time

Time is frequently seen as a precious resource in English:

Save time and avoid wasting it.

- *Make good use of your time.*

These phrases demonstrate how English people view time as something quantifiable and finite, much like money. This is indicative of a society that is focused on the economy and individualism.

On the other hand, Uzbek speakers frequently characterize time as round or flowing:

- *"Time flows like a river" (Vaqt daryo kabi oqadi).*
- *"Everything has its time" (har narsaning vaqti bor).*

A more collectivist and philosophical perspective is shown here, as time is viewed as a natural process linked to patience and destiny.

2. Metaphors of Love

To put it in English: falling in love; burning with passion

- *Love is blind.*

These analogies emphasize emotions as strong or uncontrolled forces.

- *Sevgi yurakda o't yoqar, which means "Love lights a fire in the heart," in Uzbek*
- *"Love is tested by patience" (Sevgi Sabr Bilan Sinaladi)*

Uzbek metaphors represent societal harmony and emotional equilibrium by fusing emotion with moral principles like patience and loyalty.

3. Metaphors of Life

In English:

- *Life is a game*
- *Life is a journey*
- *Life is a struggle.*

These show a proactive and goal-oriented outlook.

- *Hayot daraxt kabi, which means "Life is like a tree," in Uzbek*
- *Hayot Sinov: "Life is a test"*

These metaphors, which have their roots in traditional and spiritual beliefs, highlight perseverance, moral fortitude, and the notion of divine order.

Conclusion

The comparison reveals that while Uzbek and English both employ metaphors to comprehend difficult concepts, the cultural emphasis is different.

- *Individual activity, control, and production are frequently highlighted in English metaphors.*
- *Uzbek metaphors emphasize moral principles, peace, and patience.*

The way that each culture views reality and interpersonal interactions is reflected in these differences. From a pedagogical perspective, teaching English metaphors in relation to students' native language metaphors can enhance the significance of learning. It aids pupils in creating connections between linguistic structures and cultural meanings. As a result, metaphor awareness exercises should be incorporated into English language instruction. For instance, students might explore how cultural background influences interpretation and compare metaphors that are similar in both languages. This method fosters intercultural as well as linguistic competency. To sum up, metaphorical thinking provides insight into human culture and thought. We may better grasp how language influences cognition and how thought influences language by comparing metaphors in Uzbek and English.

Additionally, more culturally aware and successful approaches to teaching languages in multilingual settings are supported by this research.

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