

# Когнитивные модели семантической деривации: метафорический и метонимический перенос как факторы развития полисемии

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**Аннотация:** В данной статье рассматриваются когнитивные механизмы семантической деривации в английском языке, с особым акцентом на метафорический и метонимический перенос как основные факторы развития полисемии. Анализируется, каким образом носители языка расширяют значения слов, формируя новые семантические связи. Исследование основано на когнитивно-семантическом подходе, контекстуальном анализе и сравнительном изучении лексикографических источников. Особое внимание уделяется практическому применению полученных результатов в преподавании английского языка в Узбекистане.

**Ключевые слова:** когнитивная лингвистика, семантическая деривация, полисемия, метафорический перенос, метонимический перенос, расширение значения, английская лексикология, семантические сети, прикладная лингвистика, обучение английскому языку в Узбекистане

## Cognitive Models of Semantic Derivation: Metaphorical and Metonymic Transfer as Factors in Polysemy Development

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**Abstract:** This article examines cognitive mechanisms of semantic derivation in English, focusing on metaphorical and metonymic transfer as key factors in the development of polysemy. It explores how speakers extend word meanings and form new semantic connections across different contexts. The study is based on cognitive semantic frameworks, contextual analysis, and comparative lexicographic review. Special attention is given to the practical application of these findings in teaching English in Uzbekistan.

**Keywords:** cognitive linguistics, semantic derivation, polysemy, metaphorical transfer, metonymic transfer, lexical expansion, English lexicology, semantic networks, applied linguistics, language teaching in Uzbekistan

## Introduction

In the last decade, Uzbekistan has undertaken substantial reforms to improve foreign language education, as outlined in the "Strategy for Innovative Development of the Republic of Uzbekistan" and other government initiatives. President Shavkat Mirziyoyev has repeatedly emphasized the importance of teaching English effectively, particularly through methods that foster analytical thinking and communicative competence. Modern curricula now integrate cognitive approaches to vocabulary acquisition, aiming to equip students with tools to handle the complexity of polysemous words.

Polysemy, or the phenomenon of multiple related meanings in a single word, is influenced not only by historical and social factors but also by cognitive mechanisms. Among these, metaphorical and metonymic transfers allow speakers to extend word meanings to new contexts, forming semantic networks that are both systematic and dynamic. Despite its theoretical significance, applied understanding of these processes remains limited, especially in educational practice. The present study investigates the cognitive mechanisms of semantic derivation in English, with a focus on metaphor and metonymy as drivers of polysemy. The research aims to provide practical insights for learners and educators, particularly in the Uzbek context, while contributing to the broader field of cognitive linguistics.

Cognitive linguistics has long emphasized the role of mental processes in shaping word meanings. G.Fauconnier (1997) [2; 30] highlights conceptual mapping as the central mechanism through which meanings are extended metaphorically. His mental space theory demonstrates how speakers connect source and target domains to create new semantic possibilities.

Z.Kövecses (2010) [3; 15] provides an applied approach to metaphor, showing that common human experiences structure metaphorical extensions across different languages. For instance, the conceptual metaphor TIME IS MONEY allows words related to monetary exchange to acquire temporal senses. Such mechanisms explain how polysemy naturally evolves within lexical items.

J.Pustejovsky (1995) [5; 441] introduces the generative lexicon framework, emphasizing that words carry multiple semantic roles that interact systematically. Lexical items are not static; their potential for semantic derivation is encoded cognitively and manifests through context.

Sh.Safarov (2012) [6; 76-95] examines cognitive semantic approaches to English vocabulary acquisition, arguing that awareness of metaphorical and metonymic patterns improves learner comprehension and retention. Similarly, N.Mahmudov (2015) [4; 110] investigates the role of mental representation in semantic extension, demonstrating that polysemy can be taught through structured cognitive exercises rather than rote memorization.

A. Abduazizov (2018) [1; 45-72] explores corpus-based evidence of metonymic transfer in English, showing that words often acquire extended meanings through systematic cognitive patterns observable in authentic text usage. His research highlights that applied understanding of cognitive mechanisms is crucial for developing effective teaching methods.

Collectively, these studies indicate that semantic derivation is governed by predictable cognitive patterns. However, the majority of research focuses on theoretical or corpus-based analysis. There remains a gap in applied methodologies, especially regarding how these insights can be used for foreign language instruction in Uzbekistan. The present study seeks to bridge this gap.

This study employs a cognitive-analytical approach combining:

Contextual analysis - examining authentic sentences from modern English sources.

Cognitive semantic analysis - identifying metaphorical and metonymic relationships between meanings.

Comparative lexicographic review - assessing how dictionaries represent derived meanings.

Applied framework - evaluating implications for teaching English vocabulary in Uzbekistan.

Selected English lexemes with multiple senses, such as head, spring, and light, were analyzed to illustrate how semantic derivation operates in practice.

### 1. Metaphorical Transfer

Metaphorical transfer involves extending meaning based on similarity between domains. For example, the word head can denote the physical body part, a leader (e.g., head of department), or the top of an object (head of the table). Conceptual metaphor links physical orientation (Head as control) with social hierarchy, illustrating cognitive motivation in polysemy formation.

### 2. Metonymic Transfer

Metonymy involves meaning extension based on contiguity rather than similarity. For example, the crown can refer to a monarchy or royal authority. This demonstrates that words acquire new meanings through associations in the same conceptual domain.

### 3. Combined Mechanisms

Some lexemes show combined metaphorical and metonymic extensions. For example, spring as a season derives metaphorically from plants springing up, while the water source meaning is a metonymic extension based on upward movement. Cognitive models reveal these systematic patterns and predict potential semantic developments.

Implications for Teaching English in Uzbekistan

Understanding cognitive mechanisms of polysemy allows teachers to:

Design vocabulary exercises illustrating metaphorical and metonymic patterns.

Enhance learner comprehension of complex polysemous words.

Develop dictionary skills and semantic analysis abilities in students.

Integrating cognitive approaches aligns with the Uzbek national education strategy and recent reforms emphasizing analytical thinking and international language competence.

### Conclusion

Metaphorical and metonymic transfers are central cognitive mechanisms in the development of polysemy in English. Applied understanding of these mechanisms supports effective language instruction, improves learner lexical competence, and enhances dictionary and corpus usage skills. For Uzbekistan, this perspective is particularly valuable, as it allows students to navigate complex semantic networks while aligning with educational reforms aimed at fostering multilingual competence and critical thinking skills.

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