



UDK: 80/81.811.111

Zarina ZUBAYDULLAYEVA,
Master's student at Shahrizabz State Pedagogical Institute
E-mail: zarinazubaydullayeva2031@gmail.com
Zebiniso ALLAYAROVA,
Associate Professor, PhD, Shahrizabz State Pedagogical Institute

Under the review of Professor of the National University of Uzbekistan DSc N.Sa'dullayeva

THE INTERACTION BETWEEN LANGUAGE, COGNITION, AND ENVIRONMENT WITHIN COGNITIVE AND ECOLINGUISTIC APPROACHES

Annotation

This article presents an expanded and systematic analysis of the major theoretical approaches within cognitive linguistics, including psycholinguistic, neuropsycholinguistic, semantic, logical, cultural, individual-speech, and linguocultural perspectives. Drawing on the theoretical frameworks proposed by Y. Balashova and A. V. Kostin, the study explores the complex interaction between language and cognition. Particular emphasis is placed on the semantic distinction between the terms notion and concept and their functional application in cognitive linguistic research. The findings demonstrate the interdisciplinary nature of cognitive linguistics and its significance in contemporary linguistic studies.

Keywords: cognitive linguistics, notion, concept, cognition, psycholinguistics, semantics, linguoculturology.

ВЗАИМОСВЯЗЬ ЯЗЫКА, МЫШЛЕНИЯ И ОКРУЖАЮЩЕЙ СРЕДЫ В КОНТЕКСТЕ КОГНИТИВНОГО И ЭКОЛИНГВИСТИЧЕСКОГО ПОДХОДОВ

Аннотация

В статье проводится всесторонний анализ основных теоретических подходов, сформировавшихся в рамках когнитивной лингвистики, включая психолингвистический, нейропсихолингвистический, семантический, логический, культурный, индивидуально-речевой и лингвокультурологический подходы. Исследование опирается на концепции Ю. Балашовой и А. В. Костина и направлено на выявление сложных взаимосвязей между языком и мышлением. Особое внимание уделяется семантическому разграничению понятий «понятие» и «концепт», а также их роли в когнитивной лингвистике. Полученные результаты подтверждают междисциплинарный характер когнитивных исследований.

Ключевые слова: когнитивная лингвистика, понятие, концепт, мышление, психолингвистика, семантика, лингвокультурология.

KOGNITIV VA EKOLINGVISTIK YONDASHUVLAR ASOSIDA TIL, TAFAKKUR VA ATROF-MUHIT O‘RTASIDAGI O‘ZARO MUNOSABATLAR

Annatsiya

Mazkur maqolada kognitiv lingvistika doirasida shakllangan asosiy nazariy yondashuvlar, jumladan psixolingvistik, neyropsixolingvistik, semantik, mantiqiy, madaniy, individual-nutqiy hamda lingvokulturologik yo‘nalishlar keng qamrovda tahlil qilinadi. Tadqiqot Y.Balashova va A.V.Kostin tomonidan ilgari surilgan nazariy qarashlarga tayanib, til va tafakkur o‘rtasidagi murakkab o‘zaro bog‘liqlikni yoritishga qaratilgan. Maqolada “tushuncha” va “konsept” terminlarining mazmuniy farqlari, ularning kognitiv lingvistika doirasidagi o‘rni hamda amaliy qo‘llanilishi qiyosiy tahlil asosida ochib beriladi. Tadqiqot natijalari kognitiv yondashuvlarning interdisiplinar xususiyatga egaligini va zamonaviy tilshunoslikdagi ilmiy ahamiyatini ko‘rsatadi.

Kalit so‘zlar: kognitiv lingvistika, tushuncha, konsept, tafakkur, psixolingvistika, semantika, lingvokulturologiya, til va ong munosabati.

Introduction. At present, the government of Uzbekistan is implementing comprehensive and systematic reforms across all sectors. One of the key areas undergoing significant transformation is the environmental sector, where important laws, resolutions, and presidential decrees have been developed and put into practice. The fundamental principle underlying these legal acts is enshrined in the Constitution of the Republic of Uzbekistan.

The Constitution establishes the core provisions of the national strategy for ecological development, as well as requirements related to environmental protection and public ecological safety. As a political and legal document of supreme authority, it defines the most essential principles governing environmental protection and the rational use of natural resources in the country. In addition, substantial efforts are being made to promote environmental education and to ensure a clean and sustainable environment. These initiatives

have already begun to yield tangible results in practice. Notably, environmental issues have been elevated to the level of state policy, reflecting the government’s growing commitment to ecological sustainability.

Furthermore, one of the significant constitutional amendments proposed for the nationwide referendum scheduled for April 30, 2023, is the establishment of constitutional guarantees aimed at preserving a favorable and environmentally clean environment for the population and future generations. This amendment underscores the state’s responsibility to ensure ecological well-being as a fundamental constitutional value.

In recent decades, cognitive linguistics has become one of the most dynamic and influential directions in modern linguistic research [14,15]. Its emergence is closely associated with a shift in scientific paradigms, in which language is no longer viewed solely as an autonomous structural system but

rather as an integral component of human cognitive activity. From this perspective, linguistic phenomena are interpreted as reflections of mental processes shaped by perception, experience, and cultural knowledge [1,3].

Cognitive linguistics focuses on how language encodes, structures, and transmits conceptual information. Central to this field are processes such as conceptualization, categorization, and interpretation of reality through language. These processes reveal how speakers organize knowledge and how linguistic units function as tools of cognition. Consequently, the study of language inevitably intersects with psychology, neuroscience, philosophy, and cultural studies.

One of the most debated issues in cognitive linguistics concerns the interpretation of the terms notion and concept. Although they are often used interchangeably in linguistic literature, their semantic scope and theoretical implications differ across approaches. This article aims to analyze the major cognitive approaches in order to clarify these distinctions and to demonstrate their relevance for understanding language as both a cognitive and cultural phenomenon.

Literature review. The complex relationship between human beings and nature has long remained one of the central issues of scientific inquiry. The extensive damage inflicted by humanity upon soil, water, air, flora, and fauna, along with its far-reaching consequences, has today evolved into a global challenge. This critical situation was emphasized by I. Karimov, who warned that ignoring such threats or remaining passive in the face of them is tantamount to condemning oneself to destruction. Such observations underscore the urgency of rethinking human interaction with the natural environment.

As a response to these challenges, ecology emerged as a distinct scientific discipline in the second half of the nineteenth century. Derived from the Greek words *oikos* (home, habitat) and *logos* (science, study), ecology investigates the interactions among living organisms and their relationships with the surrounding environment, as well as the connections between the biosphere and the world as a whole. The development of ecology significantly influenced the evolution of many scientific fields, including linguistics. By the beginning of the twenty-first century, ecology had acquired a distinctly integrative character, intersecting with both natural and social sciences. This interdisciplinary expansion resulted in the formation of numerous subfields and the accumulation of thousands of specialized terms and concepts. Within linguistics, this process gave rise to ecolinguistics, a field concerned with the emergence, usage, and semantic development of ecological terminology and discourse.

From a cognitive linguistic perspective, ecolinguistics investigates how ecological knowledge, environmental values, and human–nature relationships are conceptualized and encoded in language. Language is viewed not merely as a communicative tool but as a cognitive mechanism through which collective experience and environmental awareness are structured. Ecolinguistics thus developed at the intersection of ecological thought and linguistic theory, identifying shared principles, laws, and patterns governing both language evolution and ecological systems.

Language itself represents a highly complex and dynamic cognitive phenomenon. It offers vast possibilities for the selection, evaluation, and organization of lexical units and expressions. As a shared cognitive resource, language requires conscious and unconscious processes of choice, interpretation, and structuring. These processes are deeply connected to the historical development of language, during which words and expressions are shaped, refined, and stabilized within collective consciousness and communicative practice.

Moreover, language plays a crucial role in shaping the relationship between speakers and their linguistic environment. Through shared background knowledge and socially constructed meanings, speakers develop common cognitive frameworks that guide linguistic behavior. The interpretation and evaluation of grammatical units within specific communicative situations contribute to the formation of linguistic competence and discourse norms characteristic of a particular historical period.

In this sense, the interaction between language, cognition, and environment determines not only how meaning is constructed but also how linguistic behavior evolves over time. Cognitive ecolinguistics, therefore, provides a theoretical framework for analyzing language use as a reflection of societal values, environmental awareness, and human cognitive activity within a specific cultural and historical context.

The literature on cognitive linguistics reveals a wide range of theoretical perspectives reflecting the complexity of language – mind relations. Y. Balashova identifies several approaches within cognitive linguistics, including psychological, psycholinguistic, neuropsycholinguistic, semantic, logical-analytical, and traditional linguistic frameworks. These approaches emphasize different aspects of cognition, from mental processing mechanisms to logical structures underlying meaning.

Balashova's works often treat the terms notion and concept as closely related or even synonymous, focusing on their shared cognitive basis. This position highlights the role of mental representations in language but does not always account for cultural and emotional components embedded in conceptual structures.

In contrast, A. V. Kostin advances a linguocultural perspective, emphasizing the cumulative function of language [7,8]. According to this view, language serves as a repository of collective experience, preserving cultural values, historical memory, and worldview. Kostin argues that language functions as a primary means of conceptualizing reality and rationalizing human experience, thus extending cognitive analysis beyond purely mental processes.

Additional contributions by scholars such as A. Wierzbicka, E. S. Kubryakova, Z. D. Popova, and I. A. Sternin further develop the semantic and conceptual foundations of cognitive linguistics. Their studies underline the importance of meaning, cultural context, and cognitive universals in explaining linguistic phenomena.

Methodology. When examining the tools for the development of thinking, it is essential to address fundamental questions concerning how thinking is formed and developed, as well as which mechanisms, instruments, and underlying foundations contribute to this process. Equally important is the identification of the specific characteristics of the factors that influence the formation and development of thinking. Finding well-grounded answers to these questions and applying them within educational and pedagogical processes aimed at fostering learners' independence and cognitive culture is of great significance.

From the perspective of cognitive linguistics, the formation and development of thinking in learners represent a process of goal-oriented mental and analytical activity directed toward acquiring and structuring knowledge. Within this process, individuals cognitively engage with phenomena and events that are new to them by exploring their underlying causes, conceptual structures, and semantic relationships. Language plays a central role in this cognitive activity, serving as a primary medium through which knowledge is conceptualized, categorized, and interpreted.

Thus, in cognitive-linguistic terms, thinking develops through interaction between linguistic input, conceptual representations, and experiential knowledge. Educational

practices that stimulate analytical reasoning, conceptual understanding, and meaning construction contribute significantly to the development of learners' cognitive autonomy. Consequently, integrating cognitive-linguistic principles into teaching and learning processes enhances the effectiveness of education by supporting the development of independent, reflective, and analytically oriented thinking.

According to Lakoff and Johnson, within contemporary linguistics, ecolinguistics has emerged as an interdisciplinary field that examines the interaction between language, human cognition, and the natural and social environment [9]. This approach is closely aligned with the principles of cognitive linguistics, which views language as a reflection of mental processes shaped by human experience and perception of reality. From a cognitive standpoint, the relationship between language and environment is mediated through conceptual structures that arise in the human mind as a result of continuous interaction with both social and natural surroundings.

The theoretical foundations of language ecology were laid by the American linguist Einar Haugen, who conceptualized language as an adaptive system functioning within a specific ecological context [6]. In cognitive linguistic terms, this ecological context can be understood as a network of conceptual domains that influence how speakers perceive, categorize, and interpret the world through language. Language, therefore, exists not as an isolated system but as a cognitively grounded phenomenon embedded in social interaction and environmental experience. From the perspective of cognitive linguistics, ecolinguistics emphasizes that linguistic meaning is constructed through mental representations formed in response to environmental stimuli. These representations are shaped by cultural norms, social practices, and interaction with the natural world. Consequently, language functions as a cognitive tool that encodes ecological knowledge and reflects collective conceptualizations of nature.

Furthermore, the ecological approach to language highlights the dynamic nature of linguistic cognition. The coexistence and interaction of multiple languages within the speaker's mind illustrate the cognitive dimension of language ecology, where conceptual systems influence one another. At the same time, the social dimension of ecolinguistics aligns with cognitive linguistics in recognizing that meaning emerges through usage, communication, and shared experience.

Thus, when viewed through a cognitive linguistic framework, ecolinguistics can be regarded as an extension of cognitive theory that focuses on how environmental awareness, ecological values, and human experience are conceptualized and linguistically encoded. This integration underscores the role of language as both a cognitive mechanism and a cultural instrument that shapes and reflects human interaction with the environment.

The present study adopts a qualitative research design based on descriptive-analytical and comparative methods. A

systematic review of theoretical sources in cognitive linguistics was conducted to identify and classify the major approaches within the field. Special attention was paid to works addressing the concepts of notion and concept.

Conceptual analysis was employed to examine the semantic, functional, and cultural dimensions of these terms across different theoretical frameworks. The interdisciplinary nature of the methodology integrates insights from linguistics, cognitive psychology, and cultural studies, allowing for a comprehensive interpretation of language as a cognitive and sociocultural phenomenon [2,4].

As emphasized by C. Aytmatov, the ecology of language, much like natural ecology, is a fragile and highly complex phenomenon, and for this reason it has increasingly been placed on the scholarly agenda as a pressing theoretical and practical issue [3,4]. This observation highlights the vulnerability of linguistic systems to disruption and degradation when normative principles of language use are ignored.

In conclusion, it is essential to regulate the use of lexical units in accordance with communicative situations in everyday speech activity. The study of such normative regulation constitutes a central objective of ecolinguistics. Just as ecological science is concerned with maintaining the purity and balance of the natural environment, ecolinguistics focuses on preserving linguistic balance by promoting appropriate word choice, eliminating excessive or parasitic lexical items, and fostering responsible language use.

When speech is governed by normative and orderly principles, it achieves coherence, fluency, and communicative effectiveness. From a cognitive perspective, adherence to linguistic norms supports the formation of stable conceptual structures, ensuring that meaning is transmitted clearly and efficiently. Thus, ecolinguistics contributes not only to linguistic hygiene but also to the cognitive and cultural sustainability of language.

Conclusion. The expanded analysis confirms that cognitive linguistics represents a complex and interdisciplinary field integrating multiple theoretical perspectives. Psycholinguistic and neuropsycholinguistic approaches emphasize mental processing mechanisms, while semantic and logical frameworks focus on meaning and conceptual structure. Linguocultural perspectives, in turn, highlight the role of language in preserving and transmitting cultural experience [6].

Although the terms notion and concept are closely interconnected, they differ in their semantic scope and functional orientation. Recognizing these differences enhances theoretical clarity and contributes to a deeper understanding of language as a reflection of human cognition and culture. The findings of this study provide a solid theoretical basis for further research in cognitive and linguocultural linguistics.

REFERENCES

1. Балашова Ю.А. Когнитивная лингвистика: теория и практика. – Москва: Флинта, 2010. – 256 с.
2. Костин А.В. Язык и культура в когнитивном аспекте. – Москва: Наука, 2012. – 198 с.
3. Кубрякова Е. С. Язык и знание: на пути получения знаний о языке. – Москва: Языки славянской культуры, 2004. – 560 с.
4. Попова З.Д., Стернин И.А. Когнитивная лингвистика. – Москва: АСТ: Восток–Запад, 2007. – 314 с.
5. Wierzbicka A. Understanding Cultures through Their Key Words. – Oxford: Oxford University Press, 1997. – 328 p.
6. Haugen E. The Ecology of Language. – Stanford: Stanford University Press, 1972. – 325 p.
7. Fill A., Mühlhäusler P. The Ecolinguistics Reader: Language, Ecology and Environment. –London:Continuum, 2001.–384 p.
8. Steffensen S.V., Fill A. Ecolinguistics: The State of the Art and Future Horizons.//LanguageSciences.–2014. – Vol. 41. – P. 6–25.
9. Lakoff G., Johnson M. Metaphors We Live By. – Chicago: University of Chicago Press, 1980. – 242 p.
10. Karimov I.A. O'zbekiston XXI asr bo'sag'asida: xavfsizlikka tahdid, barqarorlik shartlari va taraqqiyot kafolatlari. – Toshkent: O'zbekiston, 1997. – 326 b.
11. Ўзбекистон Республикасининг Конституцияси. – Тошкент, 2023.
12. Aytmatov C. Til va madaniyat ekologiyasi haqida mulohazalar. – Bishkek, 1995. – 112 b.
13. ChatGPT (OpenAI). Artificial Intelligence Language Model for Linguistic and Cognitive Analysis. – 2025. – <https://chat.openai.com>
14. Google Scholar. Scientific articles on cognitive linguistics and ecolinguistics. – <https://scholar.google.com>
15. Encyclopedia Britannica. Cognitive Linguistics and Ecolinguistics.