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CONCEPTUAL - COGNITIVE ASPECTS OF THE STRUCTURE OF WORD COMBINATIONS IN ENGLISH AND UZBEK

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Abstract. This study investigates the conceptual-cognitive aspects of word combinations in English and Uzbek. Word combinations are traditionally analyzed in terms of their grammatical structure and syntactic relations; however, their formation and interpretation are also closely related to conceptualization and human cognition. The study compares selected English and Uzbek word combinations and examines how relationships such as possession, qualification, location, action, and evaluation are represented linguistically. Particular attention is given to adjective-noun, noun-noun, possessive, spatial, and verb-noun combinations. The analysis demonstrates that English and Uzbek may express similar conceptual relationships through different grammatical and lexical structures. At the same time, certain combinations reflect language-specific conceptualizations influenced by cultural and linguistic conventions. The study argues that conceptual-cognitive analysis complements traditional structural analysis by explaining not only how word combinations are constructed but also why particular linguistic elements are combined. The findings may contribute to comparative linguistics, language teaching, translation, phraseology, and intercultural communication.

Keywords: word combination, conceptual-cognitive analysis, English, Uzbek, conceptualization, cognitive linguistics, phrase structure, collocation, conceptual metaphor, grammatical structure, linguistic construal, comparative linguistics.

Introduction

Word combinations constitute an important part of the grammatical and lexical organization of every language. They allow speakers to combine individual lexical units into larger meaningful structures. Traditional grammar primarily describes word combinations according to syntactic relationships, word order, agreement, government, and dependency.

However, a purely structural approach cannot always explain the conceptual motivation of linguistic combinations. Speakers select and combine words according to their communicative intentions and their understanding of the relationship between the entities or events being described. The English and Uzbek languages provide an interesting field for comparative investigation because they differ considerably in grammatical structure. English generally demonstrates relatively fixed word order, while Uzbek has more flexible word-order patterns and extensive morphological marking. The aim of this study is to investigate the conceptual-cognitive organization of word combinations in English and Uzbek.

1. Adjective-Noun Combinations

One of the most common types of word combinations in both languages is the adjective-noun structure. Examples include:

English:

- beautiful city
- modern technology
- deep knowledge
- strong argument

- social development

Uzbek:

- chiroyli shahar
- zamonaviy texnologiya
- chuqur bilim
- kuchli dalil
- ijtimoiy rivojlanish

The conceptual structure can be represented as:

PROPERTY → ENTITY

The adjective identifies a property, while the noun identifies the entity possessing that property.

2. Possessive Combinations

Possession provides another important area of comparison.

English:

the student's book

Uzbek:

talabaning kitobi

The conceptual structure is:

POSSESSOR → POSSESSED OBJECT

Although the conceptual relationship is similar, its grammatical realization differs. English uses the possessive marker **'s**, while Uzbek normally uses genitive and possessive suffixes.

3. Spatial Word Combinations

Spatial relations demonstrate another difference between English and Uzbek.

English:

- on the table
- in the classroom
- near the school

Uzbek:

- stol ustida
- sinfda
- maktab yonida

Both languages conceptualize the relationship between an entity and its location, but they use different grammatical mechanisms.

4. Verb-Noun Combinations

Verb-noun combinations demonstrate the role of lexical convention and conceptualization.

English:

- make a decision

- take responsibility
- give advice
- pay attention
- take a risk

Uzbek:

- qaror qabul qilmoq
- mas'uliyatni o‘z zimmasiga olmoq
- maslahat bermoq
- e'tibor bermoq
- tavakkal qilmoq

The examples demonstrate that the same conceptual event can be linguistically structured in different ways.

For instance, English uses **make a decision**, while Uzbek uses **qaror qabul qilmoq**. Both expressions refer to the conceptual act of deciding, but the lexical construal is different.

5. Conceptual Metaphor in Word Combinations

Many word combinations demonstrate metaphorical conceptualization.

For example:

English:

- deep knowledge
- high expectations

- strong relationship
- warm welcome

Uzbek:

- chuqur bilim
- yuqori umidlar
- mustahkam munosabat
- iliq kutib olish

Physical concepts such as **depth, height, strength, and temperature** are used to structure abstract concepts. This demonstrates the embodied nature of conceptualization.

6. Language-Specific Conceptualization

Although English and Uzbek share many conceptual patterns, they also demonstrate language-specific ways of organizing meaning.

For example, the English expression **"take a decision"** may occur in some varieties of English, while **"make a decision"** is the more established collocation in standard contemporary English. Uzbek uses **"qaror qabul qilmoq."**

Such differences demonstrate that linguistic convention influences the way conceptual relationships are expressed.

Conclusion

The analysis shows that word combinations in English and Uzbek represent both grammatical and conceptual structures. Similar conceptual relationships can be

expressed through different lexical and grammatical patterns because the two languages have different structural systems and conventional expressions. A conceptual-cognitive approach provides additional information beyond traditional grammatical analysis. It explains the relationship between linguistic form and conceptual meaning and demonstrates the role of experience, metaphor, categorization, and linguistic convention in phrase formation. The findings have practical significance for comparative linguistics, foreign-language teaching, translation, phraseology, and intercultural communication.

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