

## THE CORRELATION BETWEEN COGNITIVE LINGUISTICS AND PSYCHOLINGUISTICS

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**Abstract.** This study provides a comprehensive overview of Cognitive Linguistics (CL) as a dynamic and evolving paradigm within modern linguistic inquiry. Originating as a counter-response to transformational generative grammar, Cognitive linguistics emerged through the convergence of the second generation of cognitive science and experiential philosophy, flourishing from the late 1980s onwards. Positioned at the intersection of linguistics, cognitive psychology, artificial intelligence, and systems theory, Cognitive linguistics focuses on the fundamental premise that language generation, acquisition, and usage are grounded in human cognition. The article contrasts Cognitive linguistics with systemic functional linguistics and psycholinguistics, emphasizing its focus on internal cognitive mechanisms and meaning-making processes. Through the works of prominent Western scholars such as G. Lakoff, M. Johnson, and R. Langacker, and regional researchers in Uzbek linguistics, the field demonstrates a profound interconnection between linguistic structure and human perception. Key developments such as conceptual metaphor theory, categorization, cognitive semantics, and construction grammar are explored, alongside the discipline's increasing integration with neurolinguistics, sociolinguistics, and educational linguistics. The article also highlights the shift toward empirical, quantitative, and socially oriented methodologies, as well as the application of cognitive theories to second language acquisition and pedagogy. Ultimately, this thesis affirms the centrality of cognition in linguistic theory, marking cognitive linguistics as a multidisciplinary and transdisciplinary field with expanding influence and practical relevance.

**Keywords.** Cognitive linguistics, cognitive science, psycholinguistics, systemic functional linguistics, conceptual metaphor, language processing, human cognition, construction grammar, language acquisition, multidisciplinary linguistics, cognitive semantics, cognitive psychology, linguistic representation.

Cognitive linguistics constitutes a subdivision of linguistics. The second generation of cognitive science and experiential philosophy emerged as a counter to the transformational generative grammar prevalent in mainstream linguistics, taking form from the late 1980s to the 1990s. Cognitive linguistics encompasses artificial intelligence, linguistics, psychology, systems theory, and additional fields. Targeting the intrinsic perspective of generative linguistics, it posits that

the generation, acquisition, and utilization of language must be elucidated through human cognition, since cognitive capacity underpins human knowledge. Cognitive Linguistics, as a nascent research paradigm in language studies, has attained significant accomplishments in both theoretical and practical domains over the past four decades. It has been extensively utilized and evolved into a multidisciplinary, interdisciplinary, and transdisciplinary domain of linguistics. Cognitive linguistics is intricately connected to psycholinguistics and systemic functional linguistics.

The research in cognitive linguistics, grounded in cognitive science, examines the interplay between representation, concepts, and language structure via the lenses of cognitive psychology and linguistic theory. Psycholinguistics, grounded in psychology, encompasses language memory, phonological perception, language acquisition, and related domains. In contrast to Systemic Functional Linguistics, Cognitive linguistics emphasizes the internal variables of the speaker, specifically the psychological mechanisms and the creation and transmission of meaning inside the cognitive process. Systemic Functional Linguistics examines the social communication of language, analyzing it based on its social functions and contextual usage.

Cognitive linguistics is becoming increasingly connected to disciplines such as psycholinguistics, owing to the endeavors of multidisciplinary scholars in psychology [7].

The term “Cognitive Science” encompasses diverse meanings and interpretations. Numerous studies conducted by scholars such as George Lakoff, Mark Johnson, Philip Johnson-Laird, Gilles Fauconnier, Ronald Wayne Langacker, Wilhelm von Humboldt, Heymann Steinthal, A.A. Potebnya, Ferdinand de Saussure, Émile Benveniste, among others, have provided focused insights in the field of foreign linguistics. Sh.S. Safarov, D.U. Ashurova, A.M. Bazarbayeva, A.E. Mamatov, and G.M. Hoshimov, as representatives of this field in Uzbek linguistics, provided a description of the subject. Cognitive linguistics aims to acquire and maintain knowledge through language, practice, and transmission. It constitutes a profound scientific inquiry that connects the linguistic system and composition to human perception, grounded in theoretical evidence presented in the article.

Research into human language utilization dates back to the late 19th century [6]; however, it is reasonable to assert that psycholinguistics became a distinct scientific discipline in the 1950s, when a confluence of notable scientific and societal influences facilitated the development of cognitive science. Noam Chomsky [3] was a pivotal force in the development of generative linguistics, which prioritized grammatical rules as the foundation of human linguistic knowledge and adopted a mentalist approach, aiming to elucidate the cognitive understanding that enables language comprehension and production. Initially in this endeavor, it was posited that a passive construction such as “the dog was

chased by the cat” was derived from an active form like “the cat chased the dog” by a series of transformational rules [5]. Rules constituted the foundation of human understanding regarding the arrangement of words inside phrases and the establishment of agreement among sentence elements (e.g., in English, between a subject and verb). This overtly mentalist approach motivated psychologists focused on language to forsake behaviorist paradigms, which relied solely on principles like association and reinforcement while largely dismissing concepts of internal representation, and to formulate theories of processing aimed at elucidating how these hypothetical grammatical rules are employed in real-time by human language users [1].

Contemporary psycholinguistics examines various subjects such as speech perception, lexical processing, reading, and syntactic processing. This article examines sentence processing, highlighting three prominent theoretical issues that have shaped the subject. The initial inquiry pertains to the unit upon which meaning is determined: Is it the word, the phrase, or an entire clause? Previous theories of processing proposed the existence of multiword processing units corresponding to significant grammatical elements, such as phrases and clauses, which were believed to function as processing chunks [2].

It has been conclusively demonstrated that language influences cognition (Casasanto 2008; Boroditsky 2011), and that metaphorical mapping informs reasoning (Thibodeau & Boroditsky 2011). From a sociology of science standpoint, we may anticipate that the metaphors employed to characterize CL as an intellectual endeavor will prompt us to contemplate it and its future trajectory in a particular manner. The cognitive linguistic literature suggests that cognitive linguistics is characterized by several focal points (all themes are central) and various shifts (the empirical turn, the quantitative turn, the social turn, etc.) [4:152].

Over the past 40 years, Cognitive Linguistics has attained significant accomplishments in both theoretical and practical domains. The advancement of cognitive linguistics has significantly progressed the fundamental principles of category theory, metaphor/metonymy theory, cognitive semantics, and construction grammar. Simultaneously, it integrates with several fields, including neurolinguistics, psycholinguistics, sociolinguistics, and philosophy, fostering mutual advancement. Moreover, the application of theory to enhance comprehension of second language acquisition processes and to execute language teaching activities efficiently has emerged as a focal point of scholarly discourse in recent years.

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