

## COMPOUND WORDS IN THE LINGUISTIC PICTURE OF THE WORLD

*Ashirova Madina.*

*Teacher, UzSWLU*

### **Abstract**

This paper provides an in-depth analysis of compound words as key elements in the construction of the linguistic picture of the world. It examines how compound words reflect cognitive processes, cultural values, and conceptual structures in language. By integrating cognitive linguistics with comparative analysis, the study demonstrates that compounds are not only linguistic units but also representations of human perception and worldview. Special attention is given to semantic relations, metaphorical extensions, and cross-cultural differences. The findings suggest that compound words play a crucial role in shaping how speakers understand and categorize reality.

**Keywords.** *linguistic worldview, compound words, cognition, conceptualization, semantics, culture, cognitive linguistics, language structure*

**Introduction.** The linguistic picture of the world is a fundamental concept in modern linguistics, referring to the way language encodes human knowledge and perception of reality. Every language reflects a unique worldview shaped by cultural, historical, and cognitive factors. Words, as the primary units of language, play a central role in organizing and transmitting this worldview.

Among various lexical phenomena, compound words occupy a special place due to their ability to combine multiple meanings into a single unit. This characteristic makes them highly relevant for studying the interaction between language and cognition. Compounds allow speakers to conceptualize complex phenomena through simpler, familiar elements, thereby facilitating understanding and communication.



In contemporary linguistics, especially within the framework of cognitive linguistics, compound words are viewed as conceptual structures rather than mere morphological combinations. They reflect how individuals categorize the world, establish relationships between concepts, and encode cultural knowledge.

The present study aims to provide a comprehensive analysis of compound words in the linguistic picture of the world. It focuses on their structural, semantic, cognitive, and cultural dimensions, with illustrative examples from English and Uzbek languages.

**Literature review.** The idea that language reflects worldview can be traced back to Wilhelm von Humboldt, who argued that each language embodies a unique way of thinking. This idea was further developed in the theory of linguistic relativity, associated with Sapir and Whorf.

In cognitive linguistics, scholars such as Lakoff and Johnson (1980) introduced the concept of conceptual metaphor, demonstrating that human thought is largely metaphorical. Langacker (2008) further emphasized that linguistic structures are grounded in cognitive processes.

Studies on compound words have traditionally focused on morphology and syntax. Bauer (1983) and Lieber (2009) analyzed the structural and semantic aspects of compounding in English. In Uzbek linguistics, researchers such as Rahmatullayev and Tursunov examined word formation processes, including compounding, within the framework of agglutinative language structure.

However, the linguocognitive analysis of compound words in relation to the linguistic picture of the world remains underdeveloped. This study contributes to filling this gap by integrating cognitive and cultural perspectives.

**Methodology.** This research adopts a qualitative and comparative approach, combining methods from cognitive linguistics, semantic analysis, and cultural linguistics.

The data were collected from:

*Explanatory dictionaries*

*Literary texts*



*Everyday spoken language*

*Media and academic sources*

The analysis is based on:

*Structural classification of compound words*

*Semantic relations between components*

*Cognitive mechanisms (metaphor, metonymy, categorization)*

*Cultural and conceptual interpretation*

**Compound words as cognitive models.** Compound words function as cognitive models that represent how humans structure knowledge. They combine two or more conceptual domains into a unified representation.

For example:

*snowball* → combines the concepts of “snow” and “ball”

*dunyoqarash* → integrates “world” and “view”

These compounds illustrate how language users conceptualize objects and abstract ideas through familiar elements.

From a cognitive perspective, compounds are mental constructs that reflect associative thinking and conceptual blending.

**Conceptual metaphor and metonymy in compounds.** One of the most important linguocognitive features of compound words is their reliance on metaphor and metonymy.

*Metaphorical Compounds*

*time is money* → reflected in compounds like *time-saving*

*brainstorm* → ideas conceptualized as a storm

*Metonymic Compounds*

*headcount* → counting people by referring to “heads”

*ko 'zoynak* → object associated with its function (eyes)

These examples demonstrate that compound words are deeply rooted in cognitive processes that shape human understanding.

**Categorization and concept formation.** Compound words play a crucial role in categorization, which is a fundamental cognitive process.



For example:

*blackbird* → categorized based on color and species

*temiryo'l* → categorized based on material and function

Through compounding, speakers create new categories and refine existing ones. This process reflects how humans organize knowledge hierarchically.

**Cultural encoding in compound words.** Compound words are closely linked to cultural values and traditions.

*English Examples*

*deadline, workaholic, fast-food* → reflect modern, industrialized society

*Uzbek Examples*

*mehmondo'stlik* (hospitality)

*ko'ngilxushlik* (spiritual enjoyment)

These compounds encode culturally specific concepts and highlight the priorities of different societies.

**Linguistic economy and efficiency.** Compound words contribute to linguistic economy by compressing complex meanings into concise forms.

For instance:

*rainfall* instead of “the amount of rain that falls”

*oshxona* instead of “a place where food is cooked”

This efficiency reflects cognitive optimization, allowing speakers to communicate more effectively.

**Cross-linguistic differences in worldview representation.** While both English and Uzbek use compounding extensively, they differ in how they represent reality.

*English tends to favor analytical and flexible structures*

*Uzbek demonstrates agglutinative and synthetic patterns*

These differences influence how concepts are structured and understood in each language.



The analysis confirms that compound words are essential elements in the linguistic picture of the world. They reflect the interaction between language, cognition, and culture.

From a cognitive standpoint, compounds:

*Simplify complex ideas*

*Facilitate categorization*

*Reflect metaphorical thinking*

From a cultural perspective, they:

*Encode social values*

*Reflect historical development*

*Shape collective identity*

Thus, compound words serve as a bridge between language and thought.

**Conclusion.** Compound words are not merely structural elements of language but powerful cognitive tools that shape the linguistic picture of the world. They reflect how humans perceive, categorize, and interpret reality.

The study demonstrates that:

*Compounds are motivated by cognitive processes*

*They encode cultural and conceptual knowledge*

*They contribute significantly to linguistic worldview*

Understanding compound words from a linguocognitive perspective provides deeper insight into the nature of language and human cognition.

Future research may explore corpus-based analysis, psycholinguistic experiments, or diachronic studies to further investigate this phenomenon.

#### REFERENCES:

1. Lakoff, G., & Johnson, M. (1980). *Metaphors We Live By*. University of Chicago Press.
2. Langacker, R. (2008). *Cognitive Grammar: A Basic Introduction*. Oxford University Press.
3. Bauer, L. (1983). *English Word-Formation*. Cambridge University Press.



4. Lieber, R. (2009). *Introducing Morphology*. Cambridge University Press.
5. Croft, W., & Cruse, D. (2004). *Cognitive Linguistics*. Cambridge University Press.
6. Humboldt, W. (1999). *On Language*. Cambridge University Press.
7. Rahmatullayev, Sh. (2006). *O'zbek tilining izohli lug'ati*. Tashkent.
8. Tursunov, U. (1992). *Hozirgi o'zbek tili*. Tashkent.
9. Sapir, E. (1921). *Language*. Harcourt, Brace & Company.

