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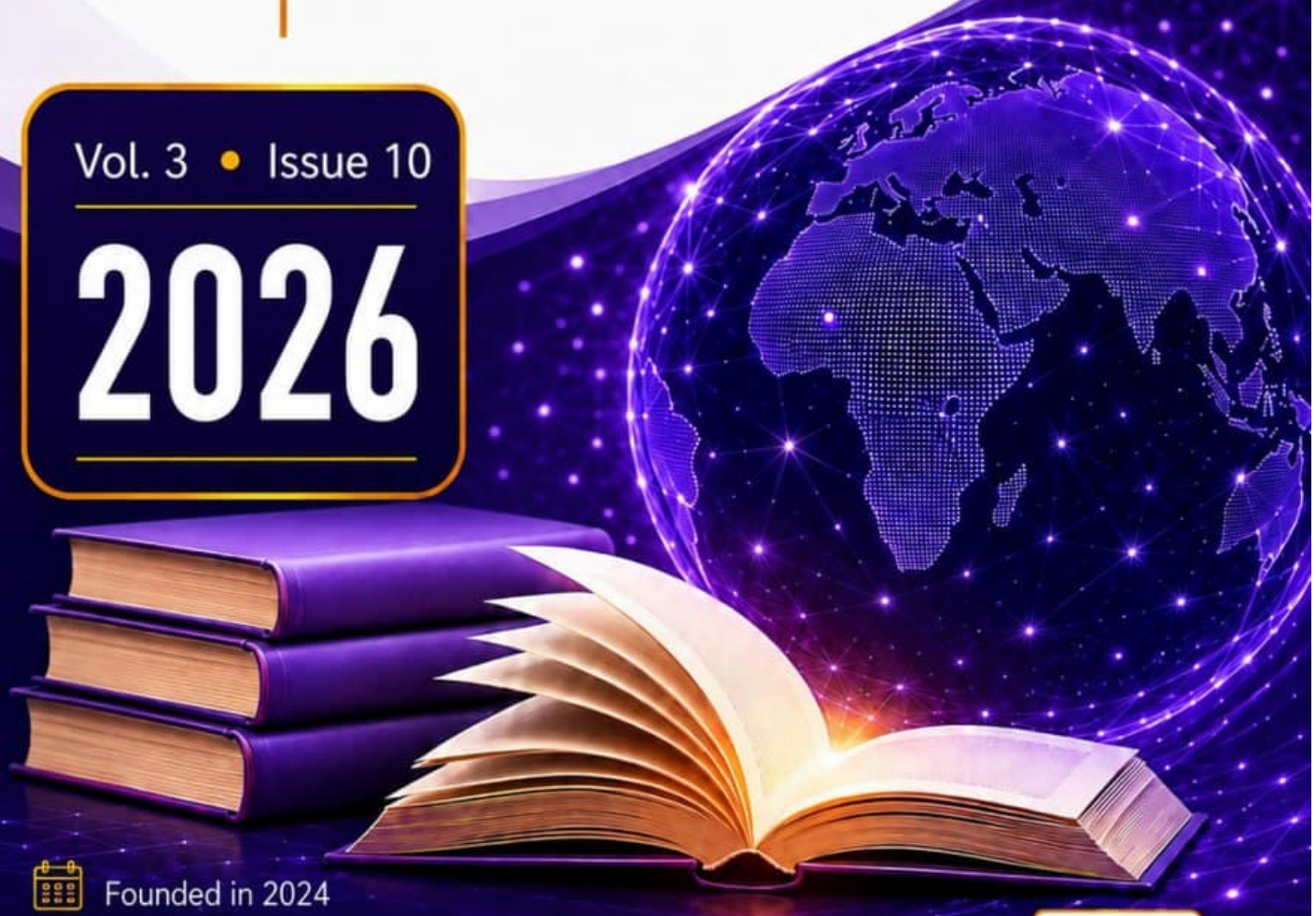
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INGLIZ, O‘ZBEK VA QORAQALPOQ TILLARIDA METONIMIYANING SEMANTIK VA PRAGMATIK JIHATLARI: METONIMIYA VA METAFORA O‘RTASIDAGI CHEGARANI ANIQLASH

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Annotatsiya.

Ushbu maqolada metonimiyaning semantik va pragmatik xususiyatlari kognitiv lingvistika doirasida hamda uning metafora bilan chegarasi nuqtayi nazaridan tadqiq etiladi. Metonimiyaning asosiy konseptual modellari (muallif — asar, idish — mazmun, joy — odamlar, muassasa — vakillar), ularni talqin qilishda kontekst va madaniy bilimlarning o‘rni, shuningdek, metonimiyani metaforadan farqlovchi mezonlar tavsiflanadi.

Kalit so‘zlar: metonimiya, metafora, semantika, pragmatika, kognitiv lingvistika, pragmatik inferensiya, kontekstual ma’no.

СЕМАНТИЧЕСКИЕ И ПРАГМАТИЧЕСКИЕ АСПЕКТЫ МЕТОНИМИИ В АНГЛИЙСКОМ, УЗБЕКСКОМ И КАРАКАЛПАКСКОМ ЯЗЫКАХ: ПРОВЕДЕНИЕ ГРАНИЦЫ МЕЖДУ МЕТОНИМИЕЙ И МЕТАФОРОЙ

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Аннотация.

В данной статье рассматриваются семантические и прагматические особенности метонимии в рамках когнитивной лингвистики, а также границы между метонимией и метафорой. Описываются основные концептуальные модели метонимии (автор вместо произведения, вместилище вместо содержимого, место вместо людей, учреждение вместо его представителей), роль контекста и культурных знаний в их интерпретации, а также критерии разграничения метонимии и метафоры.

Ключевые слова: метонимия, метафора, семантика, прагматика, когнитивная лингвистика, прагматическая инференция, контекстуальное значение.

SEMANTIC AND PRAGMATIC ASPECTS OF METONYMY IN ENGLISH, UZBEK AND KARAKALPAK: DRAWING THE LINE BETWEEN METONYMY AND METAPHOR

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Abstract.

This article examines the semantic and pragmatic features of metonymy within a cognitive linguistic framework, as well as the boundary between metonymy and metaphor. It describes the main conceptual patterns (author for work, container for content, place for people, institution for representatives), the role of context and cultural knowledge in their interpretation, and the criteria for distinguishing metonymy from metaphor.

Keywords: metonymy, metaphor, semantics, pragmatics, cognitive linguistics, pragmatic inference, contextual meaning.

Introduction. Metonymy is a mechanism of meaning construction in which one entity is used to represent another entity that is conceptually related to it. In traditional rhetoric, metonymy is regarded as a figure of speech. Cognitive linguistics, however, treats it as a conceptual process involved in everyday communication, reference, and reasoning (Lakoff & Johnson, 1980, pp. 35–40). According to Radden and Kövecses (1999), one conceptual entity provides mental access to another entity within the same domain or idealised cognitive model. In the expression “read Shakespeare”, the author's name provides access to his literary works.

The pragmatic dimension of metonymy is important because the speaker's intended meaning does not always correspond directly to the literal meaning of the words used. Metonymic relationships help listeners interpret intended meanings in conversations and other forms of discourse (Panther & Thornburg, 2003). Furthermore, cultural knowledge contributes to the interpretation of metonymic expressions (Krišković & Tominac, 2009). Therefore, understanding metonymy involves identifying the intended meaning in a particular context rather than simply substituting one word for another.

Another important theoretical issue concerns the boundary between metonymy and metaphor. Both mechanisms

contribute to the construction of non-literal meaning, but they are based on different types of conceptual relationships. They may also interact within a single expression (Barcelona, 2000).

The aim of this article is to explain the semantic and pragmatic functions of metonymy, distinguish it from metaphor, and propose a comparative framework for analysing metonymic expressions in English, Uzbek, and Karakalpak. The article is theoretical in nature. The English examples serve illustrative purposes, the Karakalpak examples are drawn from published stylistic studies, and the Uzbek examples remain illustrative until they are supported by documented textual evidence.

SEMANTIC AND PRAGMATIC DIMENSIONS

Semantically, a metonymic expression establishes a relationship between two conceptual entities: the source, which is explicitly named in the expression, and the target, to which the source provides access. This relationship may involve authorship, containment, location, institutional responsibility, or another identifiable conceptual connection. Pragmatically, the listener interprets the expression in context and identifies the target that best fits the communicative situation.

Metonymy is not limited to reference. Metonymic mappings operate at the levels of reference, predication, proposition, and illocution (Krišković & Tominac, 2009). A referential example is “She is reading Austen”, in which the author's name stands for her literary works. An illocutionary example is the question “Can you pass the salt?”, in which a question about ability provides access to the intended request (Panther & Thornburg, 2003). The first example identifies a referent, whereas the second shapes the interpretation of a speech act.

SEMANTIC PATTERNS

The table presents the most frequently discussed metonymic patterns, illustrated with examples from English.

Table 1. Semantic patterns of metonymy with English examples

Pattern	**Example**	**Relation**
Author for work	*I am reading Shakespeare.*	author’s name → his works
Container for content	*She drank a cup.*	vessel → beverage
Place for people	*The whole auditorium applauded.*	location → audience
Institution for representatives	*The university announced a new policy.*	institution → authorised people

These patterns are models rather than fixed categories. In a particular example, the person or group being referred to could be administrators, a governing body, or another authorised group. The context determines the intended referent. This type of linguistic pattern is common in academic writing, where it shifts the focus from the individual speaker to the institution. In this way, responsibility is presented as belonging to the organisation rather than to a particular person.

Literary texts provide authentic examples. In Shakespeare’s Julius Caesar (3.2), Mark Antony begins his speech with “Friends, Romans, countrymen, lend me your ears”. The body part associated with hearing represents the listeners’ attention. Thus, the speaker requests attention by referring to the body part involved in listening. The verb “lend” introduces a metaphorical frame, demonstrating that metonymy and metaphor can occur within the same utterance.

PRAGMATIC INTERPRETATION AND CONVENTIONALITY

Metonymy often requires pragmatic inference. In the sentence “The White House announced a decision”, the building represents the US administration or its representatives through an established relationship between a place and an institution. However, when the context concerns the building itself, such as its renovation, the same expression has a literal meaning. Therefore, context plays a crucial role in determining whether an expression is interpreted metonymically.

Metonymies differ in their degree of conventionality. Author-for-work references are sufficiently familiar to be understood with relatively little interpretive effort. Creative metonymies, by contrast, are constructed for specific literary or communicative purposes and require more extensive interpretation. They can compress information, emphasise a particular feature, or direct attention to one aspect of a situation.

Cultural knowledge also plays an important role in this process. A culturally significant name, object, or institution may evoke associations that are not conveyed through literal translation (Krišković & Tominac, 2009). However, cultural significance alone does not constitute evidence of creative metonymy. The analyst must identify the specific relationship connecting the expression to its intended referent.

THE BOUNDARY BETWEEN METONYMY AND METAPHOR

Metonymy primarily relies on association or contiguity within a conceptual structure, where one entity provides access to another related entity. Metaphor, by contrast, typically involves understanding one conceptual domain in terms of another through perceived similarity or analogy between different domains.

Table 2. Distinctive features of metonymy and metaphor with examples

	Metonymy	**Metaphor**

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Motivation	association, contiguity	similarity, analogy
Relation	connected entities within one domain	mapping between two domains
Example	*She is reading Austen.*	*Her voice is velvet.*
Example	*The university announced a new policy.*	*The university is a machine.*

In “She is reading Austen”, the writer is not compared with her text. Instead, her name provides access to her literary works. In “Her voice is velvet”, a sound is characterised through the softness of a material. In “The university is a machine”, institutional organisation is understood through an analogy with coordinated mechanical parts.

The criteria are analytical rather than absolute. Krišković and Tominac (2009) found that metaphorical mappings also contributed to the interpretation of most of the authentic utterances they examined. Classification should therefore be based on the relationship that motivates the interpretation in context rather than on isolated words. A single expression may involve both relationships at different stages of interpretation.

KARAKALPAK AND UZBEK MATERIAL AND A COMPARATIVE PROCEDURE

Karakalpak. Bekbergenov (1990, pp. 78–79) discusses the distinction between metaphor and metonymy in Karakalpak stylistics. His example tabaq (‘dish’) refers, in the literary context he examines, to the food on the dish, illustrating a container–content relationship. Berdimuratov (1973, p. 78) discusses objects that represent cultural concepts, such as dasturxan (‘tablecloth’), which can refer to a meal and hospitality, and shañaraq (‘crown ring of a yurt’), which can refer to the household or family. These meanings are context-dependent: dasturxan does not always signify hospitality, nor does shañaraq always refer to a family.

Uzbek. The author-for-work pattern can be illustrated by Navoiyni o‘qidim (‘I read Navoi’). This example is constructed and must be replaced or supported by examples from documented Uzbek texts, including literary, journalistic, and academic sources.

Comparative procedure. The same criteria are applied to all three languages: (1) the source–target relationship, (2) the context, (3) the intended referent, (4) conventionality, and (5) the pragmatic or stylistic effect.

Table 3. Metonymic patterns in English, Uzbek and Karakalpak: comparative examples

Pattern	**English**	**Uzbek**	**Karakalpak**
Author for work	*read Shakespeare*	*Navoiyni o‘qidim*	*Berdaq tilin*
Container for content	*drank a cup*	*Po‘lat qush*	*tabaq*
Object for concept or activity	*the Crown*	*Uning perosi*	*dasturxan*
Part for whole	*all hands on deck*	*qishloq*	*shañaraq*

A similar expression might not appear in the same way in each language. It might occur less frequently or sound less natural in one language than in another. Decisions about which expressions are more frequently used or carry greater significance in a particular language require authentic examples drawn from a representative corpus of language use.

FUNCTIONS OF METONYMY IN DISCOURSE

- Referential economy. One concept provides access to a more complex relationship through a concise expression.
- Discourse organisation. Speakers shift attention between related aspects of a situation without introducing new referents.
- Stylistic emphasis. Naming a body part, place, or object foregrounds one aspect of experience, as in the expression “lend me your ears”.
- Pragmatic inference. The listener uses context and shared knowledge to infer the intended referent.
- Cultural representation. Names, objects, and institutions evoke socially meaningful associations, which must be supported by contextual evidence.

CONCLUSION

Metonymy is a mechanism of meaning construction in which one concept provides access to another related concept. Patterns such as an author standing for a work, a container standing for its contents, a place standing for its people, and an institution standing for its representatives demonstrate how metonymy facilitates reference, discourse organisation, and pragmatic inference. The theoretical works of Radden and Kövecses, Panther and Thornburg, and Krišković and Tominac demonstrate how context and cultural knowledge shape metonymy.

The distinction between metonymy and metaphor depends on the relationship underlying meaning construction: association in metonymy and similarity in metaphor, although both mechanisms can occur within the same expression.

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In the study of English, Uzbek, and Karakalpak, it is important to distinguish general theoretical principles from claims about language-specific usage. The Karakalpak examples discussed here illustrate how containers, objects, and cultural concepts can convey metonymic meanings. A comprehensive comparison requires documented Uzbek and Karakalpak examples analysed according to the same criteria, which represents a direction for further research.

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