



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

THE USAGE OF METOPHOR AND METONOMY
IN THE UZBEK AND ENGLISH LANGUAGES

Navruzova Nigina Khamidovna

Teacher of English Linguistics Department, Bukhara State University

n.x.navruzova@buxdu.uz

Sharopova Mehribonu

4th year student of Bukhara State University

Abstract. *This study looks at how metonymy and metaphor are employed in Uzbek and English and how they affect communication, perception, and meaning. By connecting abstract concepts to more tangible experiences, metaphors aid speakers of both languages in understanding them. Similarly, metonymy enables humans to effectively connect similar concepts in order to extend meaning. These figurative devices are used in both languages, although their frequency and meaning are influenced by linguistic and cultural variations. This study examines the similarities, differences, and cultural influences on figurative language by contrasting metonymic and metaphorical terms in Uzbek and English. The results provide vital insights into how these cognitive mechanisms function across languages and their importance in communication and translation.*

Keywords: *metaphor, metonymy, Uzbek language, English language, figurative language, cultural differences, linguistic comparison, cognitive mechanisms, communication, translation*

Introduction

Figurative language is an important part of communication, helping people express complex ideas, emotions, and abstract thoughts in a clearer and more engaging way. Two of the most common figurative devices are metaphor and metonymy, which influence how people understand and describe the world around them. Metaphor explains one idea by comparing it to another, making abstract concepts easier to grasp. Metonymy, on the other hand, creates meaning through association, replacing one word with another that is closely connected. These linguistic tools are widely used in everyday speech, literature, media, politics, advertising, and even scientific discussions.

Even though metaphor and metonymy exist in all languages, their use depends on historical, cultural, and linguistic factors. Uzbek and English belong to different language families—Turkic and Germanic—but both make frequent use of these figurative expressions. However, their meanings and structures often differ due to cultural traditions, social values, and ways of thinking. For instance, some English metaphors are influenced by Western philosophy and religion, while Uzbek metaphors may reflect nomadic traditions, folklore. Likewise, metonymic expressions are shaped by how





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

different societies organize and relate concepts. The presence of metaphor and metonymy in proverbs, idioms, and literary works also highlights the unique features of each language.

This paper aims to compare and analyze the use of metaphor and metonymy in Uzbek and English, focusing on their similarities, differences, and cultural influences. By studying common figurative expressions, the research will examine how language affects thought and communication. It will also discuss the role of these devices in literature, translation, and language learning, showing their importance in cross-cultural understanding. Recognizing these differences can help improve intercultural communication, translation strategies, language teaching, and linguistic research. Through this comparison, the study provides a deeper understanding of how metaphor and metonymy function as key cognitive tools in human language and thought.

Metaphor and metonymy are important tools in language that help people express complex ideas in a simple and understandable way. Metaphor explains one idea by comparing it to another, making abstract concepts easier to understand. For example, in English, the phrase “time is money” suggests that time is valuable, just like money, and can be “spent” or “saved.” Similarly, in Uzbek, the expression “hayot – bu daryo” (“life is a river”) shows that life is constantly moving and unpredictable.

Metonymy works differently by replacing one word with another that is closely related. For instance, in English, “The White House issued a statement” means that the U.S. government made an announcement. In Uzbek, the phrase “osh suzildi” (literally “plov has been served”) means that the food is ready.

Both metaphor and metonymy are widely used in daily conversation, literature, media, and even politics, helping people communicate their thoughts more effectively.

While both Uzbek and English use metaphor to describe abstract ideas, their expressions often reflect cultural differences.

Some metaphors appear in many languages because they are based on shared human experiences. For example:

- “Life is a journey” (English) and “Hayot yo‘lga o‘xshaydi” (Uzbek) both compare life to a journey, meaning that life involves progress and challenges.
- “Cold heart” (English) and “Sovuq yurak” (Uzbek) both describe a person who lacks kindness or emotions.

Other metaphors are unique to each language because of different traditions and ways of thinking.

- In English, the phrase “raining cats and dogs” means very heavy rain, but in Uzbek, a similar idea is expressed as “itning go‘шти yomg‘ir”, which literally means “dog’s meat is rain.”

- In Uzbek, “qo‘li ochiq odam” (“a person with an open hand”) describes someone generous, while in English, the expression “a big-hearted person” has the same meaning.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

These differences show that culture influences how people create and understand metaphors.

Like metaphor, metonymy is found in both languages, but cultural background affects how it is used.

Many types of metonymy are similar in both Uzbek and English. For example:

- Using a part to represent the whole:
 - English: “All hands on deck” (hands refer to people).
 - Uzbek: “Boshlar ko‘tarildi” (heads were lifted, meaning people stood up).
- Using a place to refer to an institution:
 - English: “The Kremlin announced a new policy” (The Kremlin refers to the Russian government).
 - Uzbek: “Ko‘k saroy qaror qildi” (The Blue Palace refers to the Uzbek government).

Some metonymic expressions differ because of unique cultural traditions.

- In English, “Hollywood” is used to represent the American film industry, while in Uzbek, “Buxoro” (Bukhara) may symbolize traditional Uzbek culture.
- The English expression “breaking bread” means sharing a meal and creating a friendship, while in Uzbek, “non sindirish” (literally “breaking bread”) has a similar meaning but is more strongly connected to hospitality.

Understanding metaphor and metonymy is very important for translation and learning new languages, as these expressions do not always have direct equivalents.

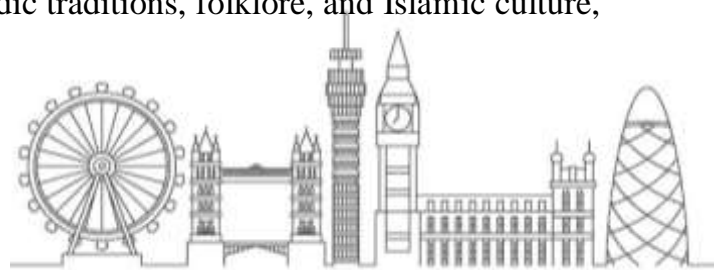
- **Difficulties in Translation:** If translated word for word, some figurative expressions lose their meaning. For example, the English idiom “pulling someone’s leg” (which means joking with someone) cannot be translated directly into Uzbek. Instead, a similar phrase like “birini aldash” (to trick someone) would be used.

- **Language Learning:** Students learning a new language should study figurative expressions early to improve fluency, cultural understanding, and communication skills.

Using examples and comparisons between languages can help them understand these concepts more easily.

Metaphor and metonymy are not just ways of speaking—they also influence how people think, see the world, and communicate. Different cultures express ideas in unique ways, and studying figurative language helps us understand these differences. As the world becomes more connected, knowing how metaphor and metonymy work in different languages like Uzbek and English is useful for translation, intercultural communication, and education.

Conclusion. Metaphor and metonymy are important in both Uzbek and English, helping people express and understand ideas more effectively. These figurative devices allow speakers to communicate complex and abstract concepts by making connections between familiar things. While both languages use metaphor and metonymy widely, cultural and linguistic differences affect how they are structured and understood. Uzbek figurative expressions are influenced by nomadic traditions, folklore, and Islamic culture,





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

while English metaphors and metonymic expressions reflect Western philosophy, literature, and scientific progress.

This comparison of metaphor and metonymy in Uzbek and English shows that some expressions are similar because of shared human experiences, while others are different due to cultural and historical influences. Recognizing these differences is important for translation, language learning, and cross-cultural communication. Translators and learners need to understand how figurative expressions work in each language to ensure clear and accurate communication.

Studying metaphor and metonymy also helps us see how language affects the way people think and view the world. As international communication increases, understanding figurative language in different cultures becomes even more important. This research contributes to linguistics, intercultural communication, and language education, offering useful insights for both researchers and language professionals. In the end, exploring metaphor and metonymy in Uzbek and English helps us appreciate the diversity and richness of human language and thought.

REFERENCES:

1. Ramazonovna, S. M. (2025). DESIGNING DISCUSSION ACTIVITIES. INTELLECTUAL EDUCATION TECHNOLOGICAL SOLUTIONS AND INNOVATIVE DIGITAL TOOLS, 3(33), 31-34.
2. Ramazonovna, S. M., & Akmalovna, A. M. (2025, January). THREE TYPES OF VALIDITY IN EARLY THEORY. In INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE(Vol. 3, No. 27, pp. 107-110).
3. Ramazonovna, S. M., & Bakhor, K. (2025, January). CREATING PRE-, WHILE, AND POST-READING ACTIVITIES TO ENHANCE READING COMPREHENSION. In INTERDISCIPLINE INNOVATION AND SCIENTIFIC RESEARCH CONFERENCE (Vol. 3, No. 27, pp. 104-106).
4. Khamidovna, N. N., & Zafarovna, M. D. (2024). THE IMPORTANCE OF USING AUTHENTIC MATERIALS IN LANGUAGE LEARNING. FORMATION OF PSYCHOLOGY AND PEDAGOGY AS INTERDISCIPLINARY SCIENCES, 3(34), 259-265. <https://interoncof.com/index.php/italy/article/view/5666/5116>
5. Navruzova, N. K. (2024). A Historical Linguistic Approach of Connotative and Denotative Meanings. International Multi-disciplinary Journal of Education, 2(10), 532-537. <http://eprints.umsida.ac.id/id/eprint/14448>
6. Gulira'no, I. (2024). SELECTING APPROPRIATE READING MATERIALS. STUDYING THE PROGRESS OF SCIENCE AND ITS SHORTCOMINGS, 1(2), 249-252.

