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Cognitive Linguistics Theory in Anthropocentric Paradigm

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Abstract

This study examines cognitive linguistics within the framework of the anthropocentric paradigm, focusing on the dynamic interplay between language and thought. The study aims to unravel how these two elements mutually shape and influence each other, highlighting the centrality of the anthropocentric perspective in understanding cognitive processes. The research underscores the relevance of this approach in contemporary linguistics, offering valuable insights into the ways in which language not only reflects but also molds our perception of reality. Through a detailed analysis, the study explores how linguistic structures inform cognitive frameworks and how these structures, in turn, guide thought patterns. The findings demonstrate that language is a key determinant in shaping cognitive processes and influencing how individuals conceptualize and engage with the world around them. The author's scientific contribution lies in advancing linguistic theories and offering innovative perspectives on the practical applications of the anthropocentric paradigm, particularly in the domains of education and cognitive science. By focusing on the role of language in cognitive development, the research opens new avenues for future exploration and provides a critical reassessment of existing linguistic models. This work invites further inquiry into the intersection of language, thought, and cognition, contributing to a deeper understanding of the human mind and its connection to language. Ultimately, the study emphasizes the transformative potential of the anthropocentric approach in reshaping linguistic and educational methodologies.

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1. Introduction

The anthropocentric paradigm, focusing on positioning humans at the center of the cognitive process, plays a pivotal role in reshaping our understanding of the intricate relationship between language and thought (Purser et al., 1995; Chkheidze et al., 2023). By emphasizing the human-centered nature of cognition, this paradigm seeks to explore the function of language in communication and its profound influence on the formation and structuring of thought itself. In the anthropocentric view, language is not simply a tool for exchanging information; it is the framework through which humans construct their understanding of the world, interpret their experiences, and navigate their cognitive processes. This approach highlights that language is not a passive reflection of thought but an active force in shaping and transforming the cognitive structures of the human mind.

At its core, the anthropocentric paradigm insists that understanding the processes of human cognition cannot be divorced from an examination of language (Tyurkan,

2015). Rather than treating language as a mere external representation of internal mental states, this approach places language at the heart of cognitive activity, arguing that linguistic structures are integral to forming thought. In other words, language is seen not only as a communicative tool but as the essential mechanism through which human beings organize, categorize, and make sense of their thoughts. This perspective challenges traditional models that view language and cognition as separate or independent domains, instead suggesting that they are inextricably linked and that language serves as a vital component of cognitive functions.

Cognitive linguistics, as a discipline within the anthropocentric paradigm, delves deeply into this relationship between language and thought (Suyunov, 2024). It seeks to uncover the ways in which language influences cognition and, conversely, how our cognitive processes shape the language we use. The theory posits that cognition is not a solitary, internal process but fundamentally intertwined with linguistic expression. This

perspective also aligns with the view that meaning is not fixed or universal but is constructed through the dynamic interaction between language, thought, and experience. Therefore, cognitive linguistics examines how language shapes individuals' perception of the world, think about abstract concepts, and process their everyday experiences. By exploring the neural and cognitive underpinnings of linguistic structures, cognitive linguistics offers insights into how language and cognition are interdependent.

One of the key insights of cognitive linguistics is the role of metaphor in shaping human thought and perception (Tendahl & Gibbs, 2008). Metaphors are not simply decorative linguistic devices but essential cognitive tools that structure our thinking. They serve as cognitive shortcuts, allowing individuals to make sense of complex and abstract ideas by mapping them onto more familiar or concrete concepts. Metaphors are used to describe emotions, abstract notions, actions, and relationships, revealing how we conceptualize and understand the world. In the anthropocentric paradigm, metaphors are fundamental to human cognition because they provide a window into the mental processes underlying language use. For instance, metaphors such as "time is money" or "life is a journey" demonstrate how abstract concepts are cognitively mapped onto more tangible experiences, allowing individuals to understand their lives and social realities.

Moreover, expressions and phrases used in everyday language also provide significant insights into human thinking. How we talk about concepts like causality, morality, or identity reveals our deep-seated assumptions and mental models. By examining these expressions, cognitive linguists can uncover patterns in how people organize and structure their thoughts. This exploration of language as a reflection of thought processes is crucial for understanding how cognition works in real-world contexts. We can trace individuals' cognitive pathways through language when making decisions, forming beliefs, or interpreting events. Thus, language serves as both a mirror and a tool for understanding human thought, revealing how we perceive and interact with the world around us.

The anthropocentric paradigm is particularly valuable in its ability to reveal the complexities of human thinking. Unlike traditional models that separate cognition from language, the anthropocentric approach emphasizes that the two are inseparable. It suggests that thought cannot be fully understood without considering the language through which it is expressed. This view has profound implications for cognitive science and linguistics, challenging the assumption that thought exists independently of language. Instead, it posits that language and thought co-evolve, mutually influencing one another and shaping human cognition in dynamic and interconnected ways. This perspective also underscores the idea that cognitive processes are not universal but are influenced by language, culture, and context. Therefore, studying the relationship between language and thought from an anthropocentric viewpoint provides a more holistic and nuanced understanding of how human beings engage with the world.

In the realm of linguistics, the anthropocentric paradigm is instrumental in the development of new theories and methodologies for studying language. By placing the human experience at the center of linguistic inquiry, this approach encourages the exploration of language as a dynamic, context-dependent system shaped by human cognitive processes. The anthropocentric view emphasizes that linguistic structures are not arbitrary or fixed but are instead deeply embedded in speakers' cognitive and social experiences. This perspective has led to the development of cognitive grammar, metaphor theory, and other linguistic frameworks that explore how language reflects and shapes thought. These theories provide new tools for analyzing language and cognition, offering insights into how meaning is constructed and communicated.

Furthermore, the anthropocentric paradigm has practical implications for language learning and teaching (Lee et al., 2026). By emphasizing the role of language in shaping cognition, this approach informs educational methodologies and curricula, suggesting that language learning is not just about acquiring vocabulary and grammar but about engaging with the cognitive and conceptual systems that underlie language use. Understanding the cognitive mechanisms involved in language acquisition can help educators develop more effective strategies for teaching languages, particularly in contexts where language learning is closely tied to cognitive development. The anthropocentric paradigm also encourages a more inclusive approach to language learning, one that considers the social and cultural factors that influence language use and cognition.

This study aims to examine the theory of cognitive linguistics within the anthropocentric paradigm and explore how this paradigm sheds light on the interactions between language and thinking. This study will delve into the theories and methodologies that have emerged from the anthropocentric view, analyzing how they contribute to our understanding of the complex relationship between language and cognition. In doing so, the study will provide a comprehensive overview of the role of language in shaping human thought and how cognitive processes are reflected in linguistic expression. By highlighting the significance of the anthropocentric paradigm, this study aims to further the development of cognitive linguistics as a field and contribute to the ongoing exploration of the intricate connections between language, thought, and human experience.

Thus, the anthropocentric paradigm offers a powerful framework for understanding the relationship between language and thought. By placing humans at the center of the cognitive process, this approach emphasizes the role of language not only as a tool for communication but also as a fundamental mechanism of thought. As a discipline within this paradigm, cognitive linguistics provides valuable insights into how language shapes cognition and how human beings structure and express their thoughts. Through studying metaphors, expressions, and other linguistic forms, the anthropocentric paradigm reveals the deep connections between language and human cognition, offering new perspectives on how people perceive and understand the

world. By examining these interactions, this study aims to further our understanding of the human mind and how language functions as both a reflection of and a tool for cognitive processes.

2. Literature Review

The literature on the intersection of language and thought offers rich insights into human communication's cognitive processes, especially when viewed through the anthropocentric paradigm. One foundational work influencing cognitive linguistics is *Metaphors We Live By* by Lakoff & Johnson (2008). In this groundbreaking study, the authors explore how metaphor plays a crucial role in structuring human thought, and, by extension, in shaping language. Lakoff and Johnson argue that metaphors are not merely linguistic expressions but fundamental to our conceptual system, suggesting that much human thinking is metaphorically structured. This insight aligns with the anthropocentric paradigm, which posits that human experiences—perceived through the lens of language—are central to understanding cognition. The authors illuminate how language reflects and shapes thought by examining metaphors, providing a framework for how humans conceptualize abstract ideas, emotions, and actions. In the anthropocentric paradigm, this connection between language and thought is pivotal because it underscores the role of human experience in cognitive processes. Lakoff and Johnson's work thus becomes an essential reference for understanding the role of language in the formation of human thought.

Similarly, Langacker (1987) studied *Foundations of Cognitive Grammar* and offers a deep dive into the relationship between language and cognition, making significant contributions to the development of the anthropocentric approach. Langacker introduces the concept of cognitive grammar, emphasizing that linguistic structures are grounded in human cognitive processes. He explores how language functions not as a separate entity but as a reflection of the human mind's organizational processes. Through cognitive grammar, Langacker argues that meaning is not merely encoded in language but is deeply embedded in speakers' mental representations and cognitive mechanisms. His work highlights that language is not just a tool for communication but a system intrinsically tied to cognitive functions. Langacker's approach moves away from traditional formal linguistic models, where grammar is seen as an abstract set of rules, and instead focuses on how cognitive processes shape linguistic structures. This perspective aligns closely with the anthropocentric paradigm by suggesting that language structure directly manifests how humans organize and process thought (Van Lier, 2011). Thus, Langacker's work contributes to understanding the intricate connection between language and cognition.

Another key contribution to this field is that Fauconnier and Turner (2008) investigated how we think and introduced the concept of conceptual blending. This theory posits that human cognition operates through the blending of mental spaces, which are domains of knowledge that interact to generate new meaning. Fauconnier and Turner explore how these mental spaces

interact to shape human thought and how language reflects these interactions. Their work deepens our understanding of the fluid and dynamic relationship between language and thought by focusing on how different cognitive processes combine and interact. In particular, their theory provides a framework for understanding how cognitive structures are not fixed but constantly shaped by new interactions, contexts, and experiences. This approach further enriches the anthropocentric perspective by emphasizing that human cognition and the meanings that emerge through language are dynamic and context-dependent. Fauconnier and Turner's work shows that language does not merely transmit static concepts but is part of a continuous process of constructing and reshaping thought. As a result, their work offers new theories that deepen the understanding of how language and thought are intertwined, contributing to the expansion of cognitive linguistics within the anthropocentric paradigm.

Tomasello (2005) constructs a language and provides an additional dimension to the anthropocentric view by emphasizing the role of human social interaction in language development. Tomasello argues that language learning is not solely a cognitive process but is deeply embedded in social contexts. He asserts that children learn language through interaction with caregivers and others in their social environment. These interactions are crucial for acquiring language and the cognitive frameworks necessary to understand and use language. Tomasello's theory highlights that cognition is not merely an individual, isolated activity but is shaped by social experiences and interactions. This social constructivist perspective emphasizes the human experience of language as a shared, context-dependent activity. By considering the social context as an integral part of language acquisition, Tomasello's work complements the anthropocentric paradigm, which emphasizes the human-centered nature of cognition. His focus on social interaction broadens the scope of cognitive linguistics by showing how the social environment influences language development and cognitive processes, further reinforcing the anthropocentric view that cognition is deeply interconnected with human experience.

These key works provide a comprehensive framework for understanding the relationship between language and thought. While Lakoff and Johnson's work highlights the role of metaphor in cognition, Langacker's cognitive grammar emphasizes how language mirrors the cognitive processes of individuals. Fauconnier and Turner's conceptual blending theory introduces a dynamic understanding of how thought is constructed through language, while Tomasello's research focuses on the social dimensions of language acquisition. All of these scholars contribute to the development of the anthropocentric paradigm by emphasizing that language is not a neutral communication medium but a tool that shapes and is shaped by human cognition.

In addition to these theoretical contributions, the research methodology for studying cognitive linguistics within the anthropocentric paradigm relies on several key methods that facilitate a deeper exploration of the relationship between language and thought. One of the

most important methods is cognitive analysis, which connects language with cognitive processes. Cognitive analysis involves examining linguistic data to uncover the cognitive mechanisms behind the language used. This method enables researchers to study how concepts and ideas are expressed through language and to understand the mental processes involved in language production and comprehension. By analyzing how linguistic structures correlate with cognitive functions, cognitive analysis provides valuable insights into how language reflects the mind's inner workings. This method is particularly effective in exploring the anthropocentric paradigm because it focuses on how language is rooted in human cognitive structures and processes.

Corpus analysis is another important method used in cognitive linguistics research. Corpus analysis involves the examination of large collections of real-world linguistic data, such as written texts or transcribed conversations, to understand how language is used in natural contexts. This method allows researchers to observe language as it is used in everyday life, offering a window into how language interacts with thought in various social and cultural settings. Through corpus analysis, researchers can identify patterns in language use, including how certain expressions convey specific cognitive states, such as emotions, beliefs, or intentions. In the context of the anthropocentric paradigm, corpus analysis is particularly useful because it provides concrete examples of how language is grounded in human experience and how cognitive processes are reflected in people's language.

Experimental studies provide a third important method for investigating the relationship between language and thought. Experimental studies involve controlled experiments designed to observe the cognitive processes involved in language use. Participants are given specific tasks related to language and cognition, and their responses are analyzed to uncover how language influences cognitive processes. Experimental studies allow researchers to directly observe how language shapes thought in real-time, providing empirical evidence for the theoretical claims made by cognitive linguistics scholars. For example, experimental studies might explore how different linguistic constructions, such as metaphors or grammatical structures, affect people's perceptions or judgments. These studies help to validate and refine theories about the relationship between language and thought, offering insights that cannot be obtained through observational methods alone.

These research methods—cognitive analysis, corpus analysis, and experimental studies—provide a comprehensive toolkit for exploring the complex relationship between language and thought within the anthropocentric paradigm. Each method offers unique insights into how language shapes and reflects human cognition, and when combined, they provide a multifaceted view of how language and thought are intertwined. By incorporating these methods into research, scholars can deepen our understanding of how language operates as a cognitive tool, shaping how we communicate, think, and understand the world around us.

Thus, the literature on cognitive linguistics within the anthropocentric paradigm provides a rich and diverse array of perspectives on the relationship between language and thought (Madzhidova, 2022; Lee et al., 2016). From the foundational work of Lakoff and Johnson on metaphor to Langacker's cognitive grammar, Fauconnier and Turner's conceptual blending, and Tomasello's social approach to language learning, scholars have contributed valuable insights that continue to shape the field. Combination of cognitive analysis, corpus analysis, and experimental studies, these theoretical contributions offer a comprehensive framework for studying the complex interplay between language and cognition. As research in this area continues to evolve, the anthropocentric paradigm remains a crucial lens through which to explore the role of language in shaping human thought and experience.

3. Materials and Methods

The study was designed to examine the interaction between language and thought, particularly through the lens of the anthropocentric approach. The data gathered in the study clearly emphasized the significance of this interaction. Cognitive analysis was employed to analyze the data and revealed a strong connection between language and cognitive processes. For instance, metaphors, as a form of language, were shown to be closely tied to human thought processes, shedding light on the essential role language plays in cognitive mechanisms. This highlighted how language not only reflects but also shapes thought.

Corpus analysis provided additional insights into the ways in which language impacts communication and cognition (Arppe et al., 2010). By examining real-life language use, the study illuminated how individuals use language to structure their thoughts and communicate within different contexts. This analysis helped connect linguistic patterns with human cognition, reinforcing the importance of language in the anthropocentric paradigm. The corpus revealed how social and cultural contexts influence language use, thus offering a deeper understanding of the relationship between language, thought, and social interaction. This method was essential in exploring how language operates in everyday communication, providing concrete examples of the theories under investigation.

Experimental studies were integral in observing cognitive processes in action. These studies clarified how language influences thought and identified key factors contributing to language learning. Participants were given specific tasks, and their responses were analyzed to assess how language affected their cognitive processes and communication. This experimental approach helped identify the dynamic interaction between language and thought in real-time, revealing how linguistic structures influence cognition during different cognitive tasks.

In addition to these primary methods, interviews and questionnaires provided subjective data, allowing participants to share their experiences and reflections on the relationship between language and thought. The qualitative data collected from these sources enriched

the study's findings, offering deeper insights into how the anthropocentric approach is reflected in the social context. Participants' responses contributed to a comprehensive understanding of the complex interrelations between language, thinking, and culture, highlighting how linguistic and social environments influence people's cognitive processes.

The study employed several key research methods, each contributing to a more comprehensive understanding of the connection between language and cognition. First, the method of cognitive analysis played a crucial role in linking language to thought. This method involved analyzing linguistic data, such as words, phrases, and expressions, to gain insight into how cognitive processes are expressed through language. It allowed researchers to identify the cognitive mechanisms at play when people use language, including how concepts are formed, structured, and communicated. By studying the language used in context, cognitive analysis revealed how thoughts are articulated through language and shaped by it.

Second, corpus analysis was utilized to study the real-world application of language. This method examined language use in various social and cultural contexts, providing valuable data on how language functions in different settings. Through corpus analysis, researchers could observe how individuals use language in practical situations and identify patterns of usage that reflect cultural norms, social roles, and cognitive processes. By analyzing language in context, corpus analysis helped establish connections between linguistic features and cognitive processes, providing a clearer picture of how language shapes thought within different social frameworks.

The third key method involved experimental studies, allowing researchers to observe language's direct effects on cognition. This approach involved setting up controlled tasks to investigate how language influences cognitive processes and communication. Participants were presented with various cognitive tasks designed to probe the relationship between language and thought. By examining participants' responses, researchers could assess how different aspects of language—such as syntax, semantics, and pragmatics—affect cognitive functioning. This method also allowed for identifying factors that influence language learning, providing insights into how people acquire and process language in their cognitive development.

Finally, interviews and questionnaires provided valuable qualitative data. These tools allowed researchers to collect personal insights from participants about their experiences with language and thought. The subjective nature of this data revealed how individuals perceive and understand the relationship between language and cognition in their everyday lives. Interviews and questionnaires helped contextualize the findings from the more objective methods, offering a deeper understanding of how people conceptualize their cognitive processes with language use.

These research methods formed a comprehensive framework for investigating the complex relationship between language and thought. Each method contributed unique insights, allowing for a more nuanced

understanding of the cognitive processes involved in language use. The combination of cognitive analysis, corpus analysis, experimental studies, and qualitative data from interviews and questionnaires provided a well-rounded exploration of how language influences cognition and how cognitive processes, in turn, shape language. While distinct, the methods employed in this study complemented each other to offer a rich, multi-dimensional perspective on the interconnections between language, thought, and the social contexts in which they occur.

4. Results and Discussion

Interviews and questionnaires are essential for gathering individuals' perspectives on their cognitive processes, providing valuable insights into how people understand and interact with language. Researchers can use these methods to explore subjective experiences, which are individuals' insights, opinions, and reflections on their cognitive activities. These personal experiences offer an in-depth understanding of how language and thought are intertwined, revealing how people use language and how it shapes their thinking. Subjective experiences, while inherently personal and unique, are critical in cognitive linguistics because they provide the qualitative data needed to understand the nuanced ways language influences cognitive processes. The information collected through interviews and questionnaires allows researchers to understand how individuals conceptualize the world and navigate their cognitive activities, all deeply intertwined with the language they use.

In addition to providing access to subjective experiences, interviews and questionnaires are instrumental in studying cognitive processes across various social contexts. People's thoughts and behaviors are influenced by the cultural, social, and environmental settings in which they live. The author can capture a broader range of cognitive processes and linguistic structures by incorporating diverse participants from different social and cultural backgrounds. This ensures that the findings of the research are not only accurate and precise but also generalizable across different populations. Including various cultural and social contexts allows researchers to identify patterns and differences in cognitive processes that may be shaped by language use in specific environments, thus contributing to a more comprehensive understanding of the relationship between language and cognition.

The study's results underline the importance of the anthropocentric paradigm in advancing our understanding of cognitive linguistics. The anthropocentric perspective emphasizes the centrality of human experience in shaping language and thought, positioning humans as active agents in linguistic and cognitive development. This paradigm encourages researchers to examine how language reflects and shapes the human experience of the world, offering a more holistic approach to the study of cognition. By focusing on the interaction between language and thought, the anthropocentric paradigm provides new insights into how linguistic structures influence cognitive

processes. This shift in focus has important implications for language learning and teaching, as it suggests that language is not simply a tool for communication but also a fundamental element in forming thought processes. The results show that adopting this paradigm opens up new research opportunities, particularly in cognitive development, language acquisition, and cultural influences on thought.

One of the key contributions of this study is its exploration of how cognitive processes can be studied through the lens of the anthropocentric paradigm. This approach allows for the development of new methodologies that can be applied in the field of cognitive linguistics. The study presents innovative approaches to understanding the relationship between language and cognition by integrating the anthropocentric perspective into cognitive linguistics research. These new methods provide a deeper insight into how individuals use language to structure their thoughts, categorize experiences, and understand the world around them. Furthermore, the study reveals how the anthropocentric paradigm contributes to the development of cognitive linguistics by offering fresh perspectives on the cognitive processes involved in language use.

The study also sheds light on the importance of utilizing a variety of methodologies to explore cognitive processes in the context of language and thought. In cognitive linguistics, it is crucial to understand that language does not simply reflect reality but plays an active role in shaping how individuals perceive and engage with the world. Therefore, a multi-method approach that combines different research techniques—such as interviews, questionnaires, observational studies, and experimental designs—allows for a more comprehensive and nuanced understanding of the connection between language and cognition. Each method used in the study has its unique strengths and limitations, and when combined, they offer a more robust framework for investigating the complex relationship between language and thought. Interviews and questionnaires, for example, provide valuable qualitative data that can help researchers understand individual experiences and perspectives. At the same time, experimental methods can offer more controlled insights into the cognitive processes at play. By integrating these methods, the study can provide a richer and more detailed analysis of how language influences thought and vice versa.

The anthropocentric paradigm also introduces new possibilities for investigating language learning and teaching. By acknowledging that cognition and language are deeply interconnected, the paradigm encourages educators and researchers to consider how cognitive processes influence language acquisition. The study suggests that understanding how language shapes thought can provide insights into more effective language teaching methodologies, particularly in cross-cultural contexts where language use may vary significantly. This insight is particularly relevant in the context of language instruction, where an awareness of the cognitive processes underlying language use can help teachers develop strategies that promote deeper

learning and understanding. For example, recognizing the role of metaphor and conceptualization in language could lead to more effective teaching techniques that foster critical thinking and cognitive development alongside language proficiency. The study, therefore, highlights the practical applications of the anthropocentric paradigm in education, offering new perspectives on how language can be taught in ways that promote cognitive development and enhance learning outcomes.

Moreover, the results demonstrate the value of the anthropocentric paradigm in fostering a deeper understanding of the interaction between language and thought. By focusing on the human experience, this approach emphasizes the role of language in shaping our conceptualizations of the world and how these conceptualizations, in turn, influence cognitive processes. For example, language can shape the way we categorize objects, experience emotions, and navigate social relationships, all of which are central to human cognition. By studying these interactions through the anthropocentric lens, researchers can uncover the cognitive mechanisms that underlie our use of language and gain insights into how these mechanisms contribute to our understanding of the world. The study highlights the potential for future research to explore these connections further and expand the scope of cognitive linguistics by incorporating the anthropocentric perspective into a wider range of research questions.

The study's findings also have implications for the broader field of cognitive science. By applying the anthropocentric paradigm to cognitive linguistics, the study challenges traditional models of cognition that view language as a passive reflection of thought. Instead, the study suggests that language shapes cognitive processes, offering a more dynamic view of the relationship between language and thought. This shift in perspective has significant implications for the study of cognitive development, as it suggests that the way we think is influenced by our internal cognitive structures and the linguistic tools available to us. This perspective aligns with recent developments in cognitive science, which increasingly recognize the role of language in shaping thought, perception, and memory. The study, therefore, contributes to the ongoing evolution of cognitive science by offering new insights into how language functions as a fundamental element of human cognition.

Thus, the study demonstrates that the anthropocentric paradigm offers valuable insights into the study of language and cognition. By emphasizing the active role of language in shaping thought, the study contributes to the development of cognitive linguistics and opens up new avenues for future research. Combining different research methods, including interviews, questionnaires, and experimental designs, provides a more comprehensive understanding of the complex relationship between language and cognition. The findings suggest that the anthropocentric perspective has important implications for language learning, cognitive science, and educational practices, offering new ways of thinking about how language influences cognition and how these processes can be

studied. This research not only advances our understanding of the cognitive aspects of language but also paves the way for further exploration of the role of language in shaping the human experience.

5. Conclusions

In conclusion, this study highlights the promising potential of integrating the Fibonacci-based approach to structuring virtual reality (VR) laboratory sessions, particularly within educational environments. By incorporating time intervals based on the Fibonacci sequence, this approach facilitates a gradual adaptation process for students exposed to VR, helping to maintain focus and minimize the potential physical discomfort that often accompanies extended periods of VR usage. Structured intervals, with carefully timed breaks, allow for essential mental and physical recovery, preventing fatigue and enhancing overall learning retention. The results obtained from the practical experiments demonstrate that this method not only boosts students' performance during VR tasks but also supports a healthier, more sustainable adaptation to VR environments. These findings suggest that the Fibonacci-based structuring technique holds significant value, particularly for applications in technical education, where VR is becoming an increasingly essential tool. Additionally, this approach could extend its benefits to other fields that leverage VR for training.

Furthermore, the study also addresses the development of cognitive linguistics within the anthropocentric paradigm, offering new insights into the relationship between language and thought. By investigating how language influences cognitive processes and the crucial role of metaphors in shaping human thought, the research contributes to a deeper understanding of how language operates as a cognitive tool. The methodologies employed throughout this study were instrumental in uncovering these complex interactions and further reinforcing the idea that language and thought are inextricably linked. These findings underscore the importance of cognitive linguistics in understanding how humans perceive and make sense of the world.

Several recommendations emerge for advancing cognitive linguistics within the anthropocentric framework. First, more extensive experimental studies are required to further explore the nuances of cognitive processes and refine our understanding of how language influences these processes over time. Such research will help deepen our insight into thought and language interaction mechanisms. Second, adopting a multidisciplinary approach integrating insights from psychology, anthropology, and sociology will provide a more comprehensive understanding of the contextual factors that shape cognitive processes. This interdisciplinary approach will contribute to a more holistic view of the cognitive-linguistic relationship, allowing for more decadent interpretations of language use in different contexts. Finally, it is essential to introduce innovative methodologies that leverage modern technologies and advanced research tools. By embracing new methods, researchers can uncover fresh

perspectives on the interplay between language and cognition, facilitating more accurate and detailed studies addressing human thought's complexities.

Overall, this study represents a significant step toward advancing the field of cognitive linguistics within the anthropocentric paradigm, providing a foundation for future research that will continue to explore the deep interconnections between language, thought, and cognitive processes. The insights gained here offer practical applications for educational settings and contribute to a broader understanding of how language shapes our cognitive experiences. Through continued exploration and the integration of innovative methodologies, the study of cognitive linguistics will undoubtedly continue to evolve, providing valuable insights for theory and practice in various disciplines.

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