

Theoretical Interpretation Of The Concept Of Frame In Cognitive Linguistics

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ABSTRACT

This article examines the theoretical interpretation of the concept of frame in cognitive linguistics. The study explores the formation and development of frame theory, as well as its relationship with language, cognition, and culture. Descriptive, comparative-analytical, and frame-semantic methods were employed in the research. The findings demonstrate that the frame serves as an important cognitive model for organizing knowledge in the human mind and plays a significant role in the interpretation of linguistic meaning. The study highlights the place and scientific significance of frame theory within cognitive linguistics.

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Introduction

Since the second half of the twentieth century, a new linguistic paradigm known as cognitive linguistics has emerged, focusing on the study of the relationship between human cognition, knowledge, and language. This approach views language not only as a means of communication but also as a mechanism for storing, processing, and transmitting knowledge about the world.

Within cognitive linguistics, such categories as concept, script, frame, gestalt, and mental model play a significant role in investigating the structure of knowledge represented in the human mind.

Today, frame theory occupies a central place in the study of the relationship between language and thought. The concept of the frame was first introduced by the American scholar Marvin Minsky in the field of artificial intelligence. He employed this notion to describe a mechanism through which knowledge about a particular situation or event is organized and stored in the form of a structured cognitive representation.

Literature Review

The concept of the frame has been investigated by scholars worldwide from various perspectives and has been widely employed as an effective tool for explaining cognitive and linguistic processes. While Marvin Minsky described the frame as a mechanism for knowledge representation and modeling, Charles J. Fillmore developed it as a central instrument of semantic analysis. George Lakoff emphasized the interrelationship between frames and metaphors in cultural and linguistic studies, whereas Gilles Fauconnier and Mark Turner interpreted frames as cognitive structures involved in the construction of mental spaces. These approaches highlight the theoretical and practical significance of frames across linguistics, psychology, and artificial intelligence.

According to the literature, the term *frame* was first introduced into scientific discourse in 1974 by the American scholar Marvin Minsky, whose research focused on methods of knowledge representation in computer systems. As the founder of frame theory, Minsky defined a frame as a structured representation of

knowledge stored in the human mind and described it as a template for the organization, processing, and interpretation of information.

Subsequently, the theory was applied to linguistics and further developed by Charles J. Fillmore as an important tool of semantic analysis. According to Fillmore, the meanings of linguistic units are not interpreted in isolation; rather, they are formed through their association with structured systems of knowledge, known as frames, stored in human cognition.

Methods

The present study is devoted to the investigation of the theoretical foundations of the concept of frame within the framework of cognitive linguistics. Both general scientific and specialized linguistic research methods were employed. The theoretical basis of the study consists of scholarly works on frame theory, frame semantics, conceptual metaphor theory, and cognitive modeling.

Particular attention was given to the theoretical contributions of Marvin Minsky, Charles Fillmore, George Lakoff, Mark Johnson, David Rumelhart, Jerome Bruner, Gilles Fauconnier, as well as Uzbek linguists whose works address the concept of the frame.

A descriptive method was applied to examine the emergence and development of frame theory, while a comparative-analytical method was used to compare different theoretical approaches to the concept. In addition, frame-semantic analysis was employed to investigate the relationship between linguistic meaning and conceptual knowledge structures.

The methods of analysis and synthesis were used to systematize and generalize the data obtained from the scientific literature. As a result, various interpretations of the concept of frame across different academic disciplines were examined, making it possible to determine its role and significance in cognitive linguistics.

Results And Discussion

During the course of the study, it was observed that the concept of the frame has been interpreted differently by various scholars. Nevertheless, a common feature shared by all approaches is that the frame is regarded as an important cognitive model for organizing knowledge and perceiving reality in the human mind.

The term *frame* originates from the English word *frame*, meaning “framework,” “structure,” or “skeletal framework.” In cognitive studies, this term is used to denote a cognitive model that organizes knowledge about a particular situation, event, or object in a systematic and structured manner.

At present, frame semantics is considered one of the most influential theoretical approaches in cognitive linguistics. From a linguocognitive perspective, every text can be viewed as a linguistic manifestation of a particular frame. Therefore, frame semantics interprets the frame as a distinct cognitive structure and serves as an important methodological tool for explaining the formation and interpretation of lexical meaning.

A frame is regarded as a multi-component conceptual structure that represents stereotypical and systematized knowledge about an object, event, or phenomenon. According to researchers, a frame is a knowledge structure that incorporates both typical and potential information associated with a particular concept. Such a structure consists of interconnected components stored in human memory and activated when required.

Furthermore, Fillmore’s theory of frame semantics introduced a new approach to the analysis of linguistic meaning by emphasizing the cultural dimensions of frames. For instance, the French expression *mettre la table* (“to set the table”) reflects a particular frame within the French cultural context. Similarly, the English expression *set the table* conveys a comparable meaning but is associated with different cultural representations. Likewise, the word *doctor* is linked to the *patient* frame, and together they constitute the broader frame of *medical consultation*. In this regard, Fillmore argued that a frame forms the basis of a concept and that certain frames may be innate in nature. He viewed frames as cognitive structures that enable the understanding and interpretation of concepts.

Gilles Fauconnier, the founder of cognitive semantics and Mental Spaces Theory, together with the American cognitive scientist and literary scholar Mark Turner, interpreted the frame as a central element of mental space construction. Within this theoretical framework, frames serve as cognitive structures through which new meanings are generated in the human mind.

Uzbek linguists, including Sh. S. Safarov, A. A. Abduazizov, M. M. Jo‘rayeva, D. Khudoyberganova, and A. E. Mamatov, have also contributed to the development of frame theory. Their studies emphasize that cognitive linguistics investigates which aspects, layers, and components of a concept enter the semantic field of language, how they are categorized, and in which linguistic structures they emerge and are manifested.

Conclusion

In conclusion, the concept of the frame can be regarded as one of the fundamental theoretical approaches in cognitive linguistics, artificial intelligence, and psychology. Consistent with Lakoff’s perspective, frames play a significant role in revealing the semantic and cultural dimensions of cognitive metaphors. Furthermore, frames serve as cognitive structures through which new meanings are generated and interpreted in the human mind. Thus, frame theory provides an effective framework for understanding the relationship between language, cognition, and conceptual knowledge.

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