

TYPES OF METAPHOR AND ITS CREATION

Ulugova Shokhida Shokhrukhovna

*PhD, Acting Associate Professor of the
department "Second foreign languages"*

Samarkand State Institute of Foreign Languages

Abduvoseyeva Dinora Zafarovna

Student of group 2215

"Faculty of Romano-Germanic languages" department

Samarkand State Institute of Foreign Languages

Abstract. This article focuses on the nature of traditional and conceptual metaphors, and discusses the study of metaphors in English. The article distinguishes conceptual metaphor and metaphor as a stylistic style.

Key words: metaphors, problems, accepting, expectations, metaphorical, conceptual

Metaphor is a figure of speech based on the similarity of phenomena. For example, the expression "you are a ray of light for me in a dark kingdom" is a typical metaphor. It is clear that a person cannot be a ray. Here the property of the ray to shine, to bring joy and happiness is used. This property has been transferred to humans. This is the root of metaphors in the transfer of the properties of one phenomenon or object to another.

In classical theory, a metaphor is defined as an artistic or poetic linguistic expression in which one or more words to denote a concept are used in a manner other than its intended meaning. Since the classical theory was accepted as a given for centuries, no one thought that it was just a theory. However, the problem is not in the definition itself, but in the empiric. Thus, if the cognitive scientist and linguist asks what the linguistic expressions we call poetic metaphor have in common, it turns out that the general principles that define poetic metaphor are not found in language, but in thought. Moreover, these general principles, which take the form of conceptual transference, apply not only to artistic poetic expressions, but also to everyday life. In short, metaphor is not represented by language, but by the way we express one concept in terms of another, and any everyday concept, such as time, state and purpose, turns out to be metaphorical. Thus, metaphor is a cross-mental transfer within the framework of a conceptual system, and the metaphorical expression is an embodiment, a shell of this process. Modern metaphor theory, which holds that metaphor is part of the everyday system of thought and language, dates back to Michael Reddy.

In his book *The Conduit Metaphor*, he showed that metaphor is an integral part of our everyday way of thinking about the world and our everyday behaviour reflects the metaphorical perception of experience. In subsequent years, a huge system of everyday conceptual metaphors was discovered, which made it possible to destroy the traditional division between literal and metaphorical. However, this does not indicate that only metaphorical concepts exist. Concepts that are not conceptualized through conceptual metaphor can be called literal. For example, the ball was flying upward. But as soon as we move away from concrete physical experience and start talking about the abstract or emotions, metaphorical understanding becomes the norm.

For example, love is represented as a journey concept: we have reached a dead end. This is not the only example: we have come so far, we cannot turn back, our relationship is going nowhere. These expressions are far from poetic, but they are all based on one general principle - a kind of metaphorical scenario. People here are travelers who strive for common goals of living together (destination), and relationships are a vehicle. Relationships are seen as functioning as long as they allow progress towards a common goal.

The metaphor implies understanding one type of experience, love, from the point of view of another type of experience, travel. In other words, metaphor is a transfer by analogy from the source sphere to the target sphere. For a simpler representation of a complexly structured transfer system, mnemonic codes are used that have the form: a target sphere is a source sphere or a target sphere is a source sphere. For example, “love is a journey” or “love is a journey.” The metaphor “love as a journey” is not specific words or phrases, it is an ontological transfer of conceptual spheres from the source sphere of “journey” to the source sphere “love”. Thus, language is secondary, and transfer is primary, since it allows the use of linguistic means of the source sphere to describe the concepts of the target sphere.

The metaphor “love is a journey” is a conceptual transfer that is characterized by two types of generalizations: polysemy and inferential. In the first case, generalization occurs according to linguistic expressions related in meaning (dead end, crossroads, stuck), and in the second according to inferential realizations through various conceptual spheres. From the point of view of a linguist, the existence of such inter-sphere connections between words and implementation schemes represents evidence of the existence of conceptual transfers.

Each conceptual transfer is a fixed schema of existential analogies of the source sphere, which may or may not be applied to the knowledge structure or lexical units of the target sphere. Thus, lexical units that are standard for the source sphere are not always used in the target sphere. For example, the words “highway” and “fast lane” are not standard words for the concept of love, but the knowledge structures that would be associated with them are carried over by the metaphor “love is a journey” in the case

of the song line: "we're driving in the fast lane." along the highway of love." Many metaphorical expressions that are described in the literature on ordinary metaphor are idioms. According to classical theory, the meanings of idioms are arbitrary. However, in cognitive linguistics there is a possibility that idioms are not arbitrary, but motivated. They do appear automatically, according to rules, but they correspond to one or more schemes of the conceptual system. And it is common for an independent conceptual metaphor to transfer the meaning of an idiom, which is associated with everyday things, from the source sphere to the target sphere. In the "love as a journey" transference, the relationship itself is described as a means of transportation. Vehicle is a hypernym for the words car, boat, plane and other hyponym. But people more often use the hypernym, since transfer at this level of abstraction makes it possible to more fully reflect the conceptual structure of the source sphere in the target sphere. Thus, based on hundreds of studied cases of transfer in everyday communication, that is, the use of ordinary metaphors, it can be argued that in conceptual transfer it is hypernym, not hyponym, that are used.

Language is not only a means of communication in society, but also of members of society it is an important tool that directly participates in the process of understanding the world and existence. "We think about the world only in terms of this language, its conceptual we can think using the system". probably not a linguistic phenomenon. Writing about the metaphysical laws of existence, Aristotle, Rousseau, Hegel, Lomonosov, Nietzsche, Richer and other famous philosophers found it necessary to dwell on metaphor. And in philology and linguistics, especially in the areas of literary studies, etymology, , cognitive linguistics, advanced specialists of the field , M. Muller, I.A. Richards, M. Black, R. Jakobson, K. Burke, P. Wheelwright, S. Brooke-Rose, L. J. Cohen, , S. Levin, , M. Jonson, R. Gibbs,

In world linguistics, the use of language in the process of speech activity, the interpretation of issues related to language in connection with the human factor and social tasks are gaining importance. Researching the scope of discourse found in literature and social and household spheres is considered one of the widely studied problems of our time. There are many definitions of speech in linguistics. The reason for this multiplicity is the versatility of the concept and the variety of approaches to its description. Therefore, we can say that discourse is a complex and diverse process, and its object, content, and structure fully illuminate the linguistic factors that appear between the participants of the dialogue. It is difficult to show the description of the giver. Speech analysis language (written, spoken conversation, between institutional forms of discourse) and the contexts in which it is used learns the relationship. Education cannot be separated from his speeches and he is without them cannot exist. No new discovery, insight, invention or understanding it has no meaning until it is presented to others. Because the study of educational discourse tells us about the

success of academic life asks. Educational discourse in the context of communicatively oriented language teaching own in the functional and meaningful description of speech-act components of speech education finds the opposite. Among the most effective applications of discourse analysis to academic texts one is the study of lexical-grammatical regularities of individual genres, is to determine their structural identity. All academic texts designed to convince readers of something. Fulfill this goal to increase writers from the same repertoire of linguistic resources for each genre tend to be used over and over again. Among the views that interpret the human factor as one of the main factors cognitive interpretation of text creation is important.

Cognitive interpretation of text creation approach it based on the principle of "author - text - reality outside the text" promotes the idea of seeing from several points of view at the same time. Including: a text that is an expression of the speaker's goal, a product of speech creation the text that is, the text that is the object of understanding, the text that is the product of understanding. The main task in the cognitive process is the development of analogical abilities of the human brain as an event is realized by metaphors. In cognitive processes metaphor as a manifestation of similar possibilities of the human mind plays an important role. [3]. Metaphor analysis is a method of speech analysis. mainly derived from the work of Lakoff and Johnson (1980), in which the above two scholars they study the role of metaphor in human perception. The basis of this methodology is what people use to describe their experiences and beliefs told by the writer or speaker through the study of metaphors can begin to discover meanings directly and consciously.

Being a cognitive tool for observing the world and creating new sensations Therefore, it is important to introduce metaphors in language teaching. Oratory's as he said, "metaphors are not only beautiful and pleasant, but also necessary." A metaphor to convey a concept or idea through a powerful image or vividness of expression possible Metaphor is also the power of the message conveyed by the metaphor Expressing what is almost impossible to express in any other way without losing includes information that cannot be The cognitive turn in linguistics focused on the problems of meaning, idiomatically and metaphor in language. Foreign languages For teachers, these concepts are traditional obstacles in language teaching and learning It can be useful for and more of presenting information in English can provide effective and creative methods. Theory of metaphor to expand students' understanding of the different meanings of the same word helps and enhances the thinking ability of the speaker or listeners. That's it because of familiar experience and new in teaching metaphors directly in the classroom content of the subject to the students through the similarity between the concepts To help students understand or to learn a particular language use, for example, to increase awareness of learning metaphors it is recommended to be used for [5]. Many early studies attempted to demonstrate the role

of vivid imagery-evoking metaphors in complex memory tasks. For example, cognitive metaphor awareness offers a more robust and comprehensive tool for teaching/learning figurative expressions. A study of the use of metaphor in teaching vocabulary showed that the introduction of metaphor in teaching makes memorizing some of the meanings of the word much easier. Nowadays, another interesting method of gathering participants' beliefs and attitudes through metaphor analysis is attracting more and more researchers. One way to do this is to ask people to complete statements with metaphors as they see fit. Beliefs and beliefs are central constructs in every discipline concerned with human behaviour and learning[6]. Since the 1980s, the beliefs of second foreign language learners and teachers have become an important area of research. Research in the field of teacher thinking shows that teachers' teaching behaviour is governed by cognitive psychological processes that create theories, beliefs, metaphors, and mental models. Bulgur and Gillian (1995) argue that part of being a teacher involves adopting metaphors that define the teaching experience.

Metaphors are also an important part of teachers' personal practical knowledge and shape their understanding of their role as teachers. For example, Pagan argued that metaphor can be a tool for teachers to verbalize their "professional identity." Swales asked 12 older female primary school students in Dubai to use visual metaphors to identify their beliefs. The study shows that no machine, social communication and computer metaphors were used by them. On the contrary, it turned out that in the metaphors used by the girls, natural elements such as land, rural life and family are firmly rooted. This is undoubtedly closely related to the political and social opinions of women in third world countries. The points presented conclude that metaphor is seen as a way of thinking or conceptualizing the world. From a cognitive point of view, metaphor acts as a "bridge" for people to better understand and understand new, abstract, and ill-defined concepts. Hence the metaphor considered as an analytical tool in many discourses. This approach straddles the cognitive and discursive dimensions of metaphor based on the assumption that there is no difference. Accordingly, the main efforts of researchers are aimed at determining the cognitive and discursive properties of metaphor. Current research suggests that a cognitive approach to metaphor analysis. is of primary importance in metaphorology, however, many aspects of cognitive theory are still not thoroughly studied. The ideas put forward by J.Lakoff and M.Johnson spread widely throughout the world and became the basis for many researches. At the same time, this theory is used in many scientific schools and directions, causing the development of new methods and methods for the next stages.

REFERENCES

1. <https://repository.tma.uz/xmlui/bitstream/handle/1/5622/Shahnoza%20.pdf?sequence=1&isAllowed=y>
1. <https://repository.tma.uz/xmlui/handle/1/5622>
2. <https://uz.m.wiktionary.org/wiki/metafora>
3. <https://zenodo.org/record/6621470/files/ZDIF1705.pdf>