



FORMATION OF COGNITIVE METAPHOR

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Abstract: In this article, modern directions of using metaphor as a unique method for understanding and describing the world scene were studied. In this place, the elements forming the metaphor, its types, the specific features and problems of the metaphor in the translation process were studied. The article examines the factors of emergence, history, formation and improvement of cognitive linguistics. Scientific research conducted in these fields of science is studied and theoretical knowledge is summarized. The attitude is expressed to their work.

Key words: metaphor, cognitive linguistics, traditional metaphor, linguistic and cultural, concept, thinking.

There is a growing interest in metaphor, even though there has been sufficient research on it in linguistics. Because in order to use words in a language, it is necessary to know the figurative meanings of words along with their own meaning. This, in turn, means that in linguistics there is a need to study metaphor in every possible way. Linguists associate research on the science of metaphor with the manifestation of metaphor in linguistics, its importance in language. Many approaches to the study of metaphor lead to the birth of many classifications. Different researchers distinguish different types of metaphors based on their approaches and criteria. Since ancient times, there have been descriptions of some traditional types of metaphor. It is especially noted that metaphor is a decoration of speech, a specific form of expression of thought.

The scientific views that have entered the arena within the framework of linguistic and cultural research have shown the relevance of studying metaphor as one of the most important means of expressing the national, original, specific worldview of a particular nation. The fact that metaphor is one of the means of expressing the national worldview puts a complex task before the translator when recreating them in translation. The directions of modern linguistics of the use of metaphor as a specific method in the perception and description of the landscape of the universe are being researched. In this place, the elements that form the metaphor, its types, the peculiarities of the metaphor in the process of translation, problems were studied. Scientific research conducted in these fields of science is studied and theoretical knowledge is summarized. The attitude is expressed to their work. In the process of studying the subject, an attempt is made to substantiate the fact that many issues of cognitive linguistics that need to be solved remain open from the point of view of research.

One of the relevant topics of modern linguistics is the concept. The term is considered one of the important categories of cognitive linguistics. In this article, the study of these two areas of the concept topic is subject to research. Although the term concept is also a generic term for cognitive linguistics and Linguistics, it refers to two different concepts for both disciplines. Currently, in practical linguistics, the importance, formation, development of linguistic orientation, its types and role in speech communication, functions are considered. There has also been reflection on the formation, types, properties of cognitive

tools, their practical aspects such as their involvement with the human psychophysiological state. In linguistics, the importance, formation, development of the linguistic direction, its types and role in speech communication, functions are considered. There has also been reflection on aspects of metaphor expression such as the formation, types, properties of cognitive tools, their relation to the psychophysiological state of a person and society. In linguistics, there are several views on the classification of words that form a portable meaning. The most common sense in our speech is metaphor, a way of moving. Metaphor (from the Greek metaphor – displacement) is the displacement of the name of one object to the name of another object based on a certain similarity between them. The main task in the cognitive process is carried out by metaphors as an event phenomenon of the analogical abilities of the human brain.

Metaphor plays an important role in cognitive processes as a manifestation of similar capabilities of the human mind. A person not only expresses his opinion using metaphors, but also takes advantage of their aesthetic capabilities, and also reflects with metaphors, with the help of which he studies the world in which he lives. Metaphors help us to change the linguistic picture of the world that exists in the consciousness of the recipient, to introduce well-known phenomena into new categories. The main task in the cognitive process is carried out by metaphors as an event phenomenon of the analogical abilities of the human brain. Metaphor plays an important role in cognitive processes as a manifestation of similar capabilities of the human mind. In modern cognitive science, metaphor is seen as the basis of psychic processes such as explanation, evaluation, acceptance and perception. A person not only expresses his opinion using metaphors, but also takes advantage of their aesthetic capabilities, and also reflects with metaphors, with the help of which he studies the world in which he lives. Metaphors help us to change the linguistic picture of the world that exists in the consciousness of the recipient, to introduce well-known phenomena into new categories.

In order to determine the content, goals and objectives of a metaphor, first of all, the need arises to understand it. The question of understanding has been studied in different aspects of language. In modern scientific literature, various terms are found that represent the process of perception. With this term, both the process itself and the result can be named.

[Vedbitskaya, 1999: 776]

The most important principle of cognitive linguistics is to recognize the mental structure-concept standing, which is the product of human thought activity on the basis of any linguistic form. Metaphor is assessed as a high-value phenomenon within the cognitive approach. Metaphor is an integral part of the activity of human thinking. Metaphor is also the expression of some kind of abstract knowledge through more familiar, usually specific, field-specific concepts, which are involved not only in categorizing concepts, but also in the accumulation and preservation of knowledge in the totality of individuals and persons. The conceptual metaphor theory created by American scientists J. Lakoff and M. Johnson is a major contribution to the theoretical analysis of the phenomenon of metaphor. Within the framework of cognitive orientation, metaphor is interpreted as a phenomenon that reflects the process of cognition of the universe, which is carried out on the basis of the laws of thinking.[Lakoff 1990:88] In other words, the metaphor explains how it systematically ensures the movement of experience from one area to another. The cognitive interpretation of metaphor makes it possible to withdraw from its interpretation in the form of a simple linguistic phenomenon and determine the metaphorizing conditions and mechanism of knowledge. This approach, on the one hand, refers to the connection of language and thinking systems, and on the other hand, it is convenient to distinguish and group the nonlinear factors that ensure the impressiveness, image and compactness of metaphorical concepts.

In research on cognitive linguistics, the subject, tasks, importance, content and content of this linguistics are studied in general, depending on the nature of each language. Cognitive linguistics is a complex of closely related approaches to the study of language as a mental phenomenon. It is a basic method of grammar-based use, emphasizing symbolic and semantic definitions of theoretical concepts that are traditionally analyzed only syntactically. According to many researchers, cognitive linguistics and linguoculturology are at the forefront of the anthropocentric paradigm. We are also in favor of advancing the idea that the field of psycholinguistics should be included in this line in recognition of this idea. After all, cognitive linguistics and linguoculturology intersect with psycholinguistics at many points. It should also be noted that the artistic text, which is the object of our study, is directly involved in psycholinguistic factors.

Therefore, the main goal of this article is to research metaphors in Uzbek language according to three aspects, namely on the basis of cognitive-semantic, psycholinguistic and linguocultural characteristics.

J. Lakoff acknowledges that "our thinking, our daily experience, and our behavior are metaphorically conditioned in many ways" [Lakoff 1990:112], as such, while analyzing metaphor, we learn the secrets of contemplative activity. For most people, metaphor is a means of poetic and rhetorical expression that belongs more to an unusual language than to the sphere of everyday communication. In addition, metaphor is usually considered only as a property of natural language - something that belongs not to the sphere of thought or action, but to the sphere of words. That is why many believe that they get along well in life without metaphors. In contrast to this popular view, we argue that metaphor penetrates into our daily lives and manifests itself not only in language, but also in thought and action. Our daily conceptual system, in which we think and act, is a metaphor in its essence.

The concepts that govern our thinking are not limited to the field of intelligence. They also manage our daily activities, including the simplest, worldly details. Our concepts regulate the reality that we perceive, the ways in which we behave in the world and our contacts with people. Thus, our conceptual system plays a central role in determining everyday reality. And if our assumption that our conceptual system is basically a metaphor is true, then our thinking, everyday experience and behavior are largely determined by metaphor. However, the conceptual system is not always recognized by us. In everyday activities, we often automatically think and act according to certain patterns. It is not clear to us what these schemes are. One way to identify them is to use natural language. Since natural language communication is based on the same conceptual system that we use in thought and activity, language serves as an important source of information about what this conceptual system is. Our conclusion that our everyday conceptual system has a metaphorical character is based on linguistic data. Thanks to language, we also have metaphors that compose our perceptions, thinking and actions. This is what we mean by the fact that the conceptual system of personality is metaphorically ordered and defined.

Cognitive linguistics is a discipline that arises at the crossroads of various fields of Science, and its field of research is defined as "research into the ways in which knowledge is collected and applied". Cognitology is the science of thinking, the focal point of which is linguistics. Linguistic analysis is a type of cognitive analysis, its manifestation in a certain way. The science of cognitive linguistics emerged in the second half of the 20th century as a science seeking answers to questions, in an observation on the tools of the "artificial intelligence" system, which arose as a result of the development of Information Technology. This science is also part of the disciplines involved in human cognitive activity. The linguists who have contributed the most to the development of cognitive linguistics and have done the most in the field are: Vallase Shafel, Charles Fillmore, George Lakoff, Ronald Langaker, Leonard Talmy, and others. Each of these linguists approached their own linguistic theories based on a certain set of phenomena and concepts. A science that studies language as a cultural phenomenon, examining the construction of knowledge and experience of a person, is cognitive linguistics. In this respect, the ability to know coincides with the linguistic ability of a person. In cognitology, the study of knowledge resulting from cognitive activity, methods of collecting and applying them, is the object of cognitive analysis, a language system that is the source of obtaining and maintaining knowledge, its practical application and transmission, and finally the tool that shapes it. Accordingly, the nature and essence of knowledge and cognition form the basis of this science, while as the subject of learning, it is possible to indicate the properties of language in the manner of a general mechanism for the formation, use, storage, transmission and processing of knowledge. The object of study of linguistic research in all directions is the language system, that is, linguistic activity and its product.

Nowadays, research in the disciplines of linguistics, psychology, philosophy, artificial intelligence, anthropology, neurology shows that it was concluded that science, which comprehensively studies the language system and linguistic activity, serves to highlight in detail the signs and characteristics of specific phenomena, combines different areas of linguistics in itself, creating a generalization analysis system for all of them, is undoubtedly cognitology. It is necessary to emphasize the place of thinking, which is considered the result of a person's knowledge of the world, reality, his purposeful activity in his perception. When thinking is a way of receiving, collecting, processing and organizing information about reality, language is a weapon of perception and knowledge of reality. The formation of speech units and

their understanding are related to consciousness, that is, the result of mental activity. Mental activity, on the other hand, cannot be a targeted process without linguistic knowledge. In this respect, cognitive linguistics is viewed as a science that explains the composition of linguistic ability. The object of study of cognitive linguistics includes the structure of perceptions of knowledge and their interpretation of language possibilities in various cognitive processes (understanding, analysis, construction of language information), while studying their occurrence. The consideration of language capabilities as a process of communicative dynamics in the system of internal cognitive structure, information processing is seen as pressing problems. The term "cognitive" actually comes from Latin, giving the meanings of understanding, understanding, knowing, thinking. In cognitive analysis, the study of methods and tools surrounded by mechanisms that reveal the linguistic expression of logical structures that occur in the process of knowledge of the universe comes to the fore.

Metaphor as a linguistic expression is possible precisely because metaphor exists in the conceptual system of a person. Thus, relevant metaphors should be understood as metaphorical concepts (concepts) at any given time. Systematicity, as a result of which we can understand certain aspects of one concept from the point of view of another, hides other aspects of this concept. By allowing us to focus on one side of the concept, metaphorical understanding can prevent us from focusing on other aspects of this concept that do not correspond to the respective metaphor.

Due to the lack of knowledge in this area, we described each metaphor separately and only then brought up some approximate considerations about the possible basis of metaphors. We chose this presentation procedure only because we have little knowledge, but not in principle at all. In fact, we believe that no metaphor can be perceived or even expressed sufficiently independently of its empirical foundations.

European scholars say that the metaphor is a secret analogy, formed by naming one object after another. Another group of linguists says that metaphor is an act of forming an individual worldview. It instills in the reader's mind the subjective appearance of things and phenomena and the connection between them. The analogy involves two members. The metaphor involves one member. Metaphor is an embodied comparison of a term and is based on the relation of likeness. It is necessary to distinguish between two types of metaphor: 1) methodological (literary) metaphor; 2) linguistic metaphor. The lexicology branch of linguistics studies linguistic metaphor because linguistic metaphors form part of the vocabulary in terms of usage. Linguistic metaphor is usually used a lot and continues to be used imperceptibly in language. When we use linguistic metaphors, we never think about the image that he gave birth to in our minds. Thus, today the metaphor is used to increase the poetical beauty in the poem and the impressionability by enhancing artistic dyes rather than simple words in everyday life.

As we realized, the conceptual metaphor proved that metaphor is not just a matter of language, but a matter of consciousness. Figurativeness to speech is based on similarity between things and phenomena with the intention of giving an expressive paint, and the use of words or phrases in a portable sense is one of the characteristics of metaphor. A study on metaphors created by prominent representatives of cognitive linguistics in the last quarter of the last century caused a fundamental turn in views on this. These studies laid the foundation for Cognitive Theory and deeply shed light on the fact that metaphors are not only a phenomenon of language, but also an integral part of human thinking.

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