



THE ROLE OF METAPHOR IN FORMING THE LANGUAGE OF NATIONAL SCIENCE

Userbay Alimhanovich Baykabilov

Chirchik State Pedagogical University

Acting Associate Professor of the Department of Uzbek Linguistics

Annotation. Understanding a metaphor means observing how it is created mentally to a certain extent, and this requires mental strength and the formation of semantic harmony in order to overcome incompatible meanings.

Keywords: metaphor, trope, nominative case, creative, conceptual metaphor.

МЕТАФОРАНЫҢ ҰЛТТЫҚ ҒЫЛЫМ ТІЛІН ҚАЛЫПТАСТЫРУДАҒЫ ҚЫЗМЕТІ

Усербай Алимханович Байкабилов

Шыршық мемлекеттік педагогика университеті

Өзбек тіл білімі кафедрасының доцент м.а.

Аңдатпа. Метафораны түсіну – белгілі бір шамада ойша оның жасалу жолын бақылау деген сөз, ал бұл бір-біріне сыйымсыз мағыналарды жеңіп түсінуге ақыл-ой күшін және мағыналық үйлесімділіктің қалыптасуын қажет етеді.

Кілтті сөздер: метафора, троп, номинативті, креативті, концептуалдық метафора.

Аннотация. Понимание метафоры означает наблюдение за тем, как она создается мысленно в определенной мере, а это требует умственной силы и формирования смысловой гармонии, чтобы преодолеть несовместимые друг с другом значения.

Ключевые слова: метафора, троп, именительный падеж, креатив, концептуальная метафора.

Linguistic units recognized as cognitive-nominal metaphors are considered here due to the activity of metaphors in naming concepts that do not have physical evidence based on concrete concepts and naming concrete objects using associations of abstract concepts. The lexemes of *janashir*, *fan*, *janala*, *jantalas*, *jankeshti* belong to such units. These linguistic units are soul-opening → sympathizer, soul-stirring → *fan*, soul-getting → soul-stirring, soul-stirring → self-sacrificing, (terrorist-kamikaze); It can be seen that *zhān tasu* → *zhantalas* has reached the level of fame through various compilers. Motivational signs of names are action names. The soul lexeme is very active in creating cognitive-nominal metaphors. In creating the names of *Zhanaikay*, *Zhansauga*, *Zanaza*, *Zanserik*, *Zhansaray*, the ideas and concepts behind the building blocks were the basis for the creation of other new concepts. The "soul" that supports the burden of meaning is metaphorized by combining it with other words as the inner world,



the spiritual force that breathes. For example: in the name of the inner spiritual world - jansarayi, the spiritual world is associated with the "beautiful and solemn, unique building, towering" (KTTS) architectural monument. The lexical meanings of the word "sauga" in the linguistic unit "zhansauga" in the dictionary are "a) a gift from war booty or hunted game; b) in the sense of intercession" (KTTS). A second metaphorical meaning is involved in naming. This meaning is created by metaphor in the direction of concrete object → abstract concept on the basis of health - gift.

In metaphorization, along with the names of objects and phenomena, the activity of actions in the creation of language units is observed. Action names themselves are often made metaphorical and turn into nouns. The figurativeness of the names of abstract concepts is reflected in their formation based on association and similarity. When recognizing the surrounding world, human feelings, field of thought, goals and interests leave their signature on the formation of the meanings of names. Itzhigis (arpalys), teketires (conflict), ear-ear (emeurin), long-eared (rumor) units were created as a result of figurative thinking. Terms are used in a new sense from the development of the internal meaning structure, and a new concept is formed. Linguistic units, which are names for abstract concepts, are created by choosing some motivational sign related to it. For example, "Ibeken's long hours of work, writing and writing, are the things that later became his own" ("Mother Tongue"); "Sutemgen dance, who saw many blue sky, was confused for a moment" (M. Magauin); "Now I think that the root of our ideology is the market, the issues of formation and development of independent Kazakhstan" (Zhas Alash); "There is a saying that bad lies do not exist. The motivational signs of the cognitive-nominal units oytuma (creativity), kuksokta (difficulty-wintering), yuzkazkaz (foundation), zhamanat (unpleasant message) in "Oytuma (creativity), kooksokta (difficulty-winter), zhamanat (unpleasant message)" (M. Magavin) formed abstract concepts. As a result of metaphorization, motivational signs were given a new name. The creation of cognitive nouns in the Kazakh language depends on the characteristics of a person's recognition of the world and its representation in language. They are based on associative thinking, making extensive use of the knowledge base behind the ready-made units in the language.

Terms are used in a new sense from the development of the internal meaning structure, forming a new concept, and are also used as terms in the language of science.

In the knowledge of the Kazakh language, metaphor is a word as a type of trope, and only its artistic and figurative function is studied and analyzed. The nature of metaphor, its function and significance in language, mechanisms of emergence, types and features, etc. Important issues related to metaphor are considered one-sidedly and superficially. There are no works (except for the work of scientist B. Khasanov published in 1966) that comprehensively describe the function of modern linguistic metaphors in Kazakh linguistics.

Currently, in national linguistics, there are philosophy, psychology, logic, etc., which reveal the nature of metaphor, not only in the linguistic aspect, but also in relation to human thinking and cognition. major research works are needed, which are connected with sciences and comprehensively considered, and contribute to the formation of the theory of the phenomenon of metaphor in the Kazakh language.

Foreign and Russian scientists consider and study the phenomenon of metaphor in a multifaceted aspect. Human thinking and language have been taking it as a source of recognition of existence, that is, as a source of recognition of all phenomena in the world, even as a global issue, and have been paying special attention to it.



The possibility of accumulating and presenting new knowledge through metaphor, its function as a means of obtaining and expanding scientific information has been mentioned and comprehensively considered.

The terms "creative" (transforming a concept into a linguistic sign), "cognitive" (human mind, understanding, perception, memory, understanding) of the metaphorical nomination, which express the ability of the speaker to create a new linguistic meaning and to show the specificity of the recognition of the object, phenomenon, process or sign named by the speaker widely used.

Conceptual, cognitive function of metaphor, its role in formation of scientific language and term creation is being studied in world languages and in Russian linguistics.

Many scientists, starting with the early philosophers, have been questioning the effectiveness of using metaphor as a means of expressing scientific knowledge for several centuries. Almost all scientists believed that metaphor is needed to express emotions and feelings, imagery, rather than to express a specific cognitive message, and that is why it is widely used in literature and poetry.

But it cannot be said that the problem of metaphor as a means of representing knowledge in language (oyazykovleniya janiya) was discussed and raised only in the 60s of the 20th century. In the European tradition, this issue was raised at the beginning of the 18th century by the Italian thinker J. Vico as a way of expressing a certain worldview. According to Vico, metaphorical imagery is an integral part not only of individual forms of linguistic communication, but also of the whole phenomenon of thinking.

Metaphor in the language of science does not have a figurative or purely expressive function, but primarily a cognitive (interpretation, explanation, verbalization), conceptual (cognitive) function.

Generally speaking, in scientific knowledge, metaphor mainly performs nominative, predictive, explanatory, informative, summative functions. Also, in some cases, according to the need, artistic and visual services are also reflected. It is wrong to assume that metaphors have only scientific functions in the language of science, and only poetic functions in poetry. In any field of language activity, metaphor is used in all its functions. For example, if the cognitive function is dominant in the language of science, the other functions and properties may play an auxiliary role. In the language of science, metaphor first of all fulfills the need for knowledge, provides prediction, presentation and explanation of new knowledge.

Metaphor helps to master the new, which could not be mastered by the usual scientific language, to turn it into a linguistic sign. Throughout its history, science has used the cognitive capabilities of metaphorical language. The use of metaphor depends on the needs of the internal logic of the development of science.

In modern scientific knowledge, the problem of metaphor has become an integral part of methodology, understanding metaphor means understanding the important features of the mechanism of development of science. Understanding the mechanism of new formation in science is closely related to a comprehensive and deep study of the problem of metaphor.

Language as a cognitive process is closely related to the sciences of philosophy, psychology, and logic. The study of metaphor in various fields of science, which consider language and thinking, consciousness, existence as the main object, was a great support for its theoretical foundation.



The change of the scientific approach to metaphor, its comprehensive consideration in subjects related to linguistics, such as logic and philosophy, undoubtedly led to new thoughts and conclusions in the study of this problem. Metaphor as the main object of these sciences has been studied from various angles, and many works have been written in this field.

Each science has chosen its own descriptive aspect in the study of this problem and formed its own research subject. It was very important for the full recognition of the general nature of the metaphor, to know the mechanism of its formation, for the formation of the metaphor theory.

The term conceptual metaphor is used in the works of foreign scientists, in the researches of Russian journalists E. O. Oparina, V. N. Telia, N. D. Arutyunova in the sense of cognitive, creating a new concept.

First of all, if we focus on the meaning of the term "concept", this term means "understanding, image, concept". Scientist E. D. Suleymenova gives the following explanation to this term: "Concept" is a part of the conceptual system; concept; knowledge and understanding of an individual who knows and imagines about the objects of existence.

In this study, we determined the existence of the conceptual type and function of metaphor in the Kazakh language and took it as a research object. The purpose of our research is:

- to determine what kind of metaphor a conceptual metaphor is;
- differentiation of its features and types, functions in the Kazakh language;
- usage in scientific language;
- is to show the role in the creation of the term.

E.O., a scientist who specially studied the conceptual function of metaphors in the Russian language. Oparina. E.O. Oparina focuses on the creation of conceptual metaphor, cognitive aspects, its semantic features, types and functions in language, conceptual function in the language of science, linguistic and pedagogical metaphors. He conducts research on the basis of material metaphors. Comparative analysis of the materials of the Russian and English languages allowed the scientist to identify the common laws characteristic of metaphorical nominations in different languages. E.O. Oparina, based on the research work related to the theory of metaphor, explains the nature of metaphor in three directions:

substitution theory (substitution theory);

theory of metaphor as a shortened form of simile (theory of metaphor as implicit comparison); says that there is a theory of interaction (linguistic communication) [37,20].

The scientist wrote about metaphor as follows: "Metaphor is such a tool, or rather, a process, with the help of which one entity or state is described in terms that were originally intended to describe other things," he says [37,24].

Metaphors arise in language due to the cognitive process of a person, so the mechanism of metaphor creation can be learned and understood by studying conceptual metaphors.

We used "conceptual metaphor" in the meaning of the linguistic term "cognitive", metaphor "giving a name to a new concept".

Conceptual metaphor is the name of factual concepts, a new linguistic meaning, resulting from the laws of the thought process, such as analogy, association, in human cognition.

A conceptual metaphor is the result of a metaphorical process aimed at creating a new concept.

On the basis of the association of non-material concepts, it is implemented by the processes of perception, synthesis, stabilization in the mind, processing and bringing it to light from one's own point of view. Conceptual metaphor, like all metaphors, goes through the stage of imagery,



it loses its metaphorical quality when it becomes an internal state of language use and becomes a ready-made name.

Conceptual metaphor serves as a means of acquiring knowledge, a new understanding of the existing material world in language. This function of conceptual metaphor is especially clear and bright in the language of science.

It plays an especially active role in the formation of abstract meaning in the language. The cognitive value of such metaphors is not only a means of defining the world, it is also a means of finding abstract entities, corresponding to them or forming linguistic concepts. For example: Islam is the pillar of folk culture, its spiritual pillar (T. Gabitov). Art is not limited to providing a person with aesthetic pleasure, art has also expanded the horizon of a person's worldview - conceptual metaphor emphasizes and forms abstract concepts.

A conceptual metaphor, like any other metaphor, is created on the basis of the association of two main components in the mind of the speaker: the named and the simile. Conceptual metaphor serves not only to name a new concept, but also to think, it is necessary for the mind of the person expressing the new concept to be understandable to other people. The interaction of the two components of the metaphor takes place through the formation of a single image-associative system. This system is based on the number of signs and becomes the foundation of a new concept and a new linguistic meaning.

We notice that the activity of defining abstract categories and turning them into linguistic signs is possible only on the basis of the interactive theory of metaphor.

The theory of interaction allows to analyze the metaphor as a process with a known goal, starting point, way of implementation and result.

Linguistic theories of metaphor are somewhat developed in world linguistics. The proponents of this theory are divided into two directions. Those of the "dualist" theory believe that words retain their usual reference (the relation of the name to the objects of existence) in their metaphorical use, and at the same time carry a reference in an additional special (metaphorical) function, while those of the "monistic" theory say that at the moment of metaphorical use words lose their usual reference and acquire a new quality. .

In Black's model, metaphor is considered as a dynamic process. In his model, two subjects or referents are mentioned, the main and the auxiliary subject to metaphorization. According to Black's model, the similarity of some properties of the main and auxiliary subjects is the basis for the addition of new properties of the auxiliary subject to the main one, which constitutes the essence of the process of metaphorization.

In most cases, conceptual metaphor is the only way in the language of the speaker to accurately convey a certain fragment of thought and to show the peculiarities of understanding objects and the world, and provides information, information, and understanding about the object that he does not know.

The meaning of any metaphor is revealed only in the linguistic-thought context (connection, continuity). New linguistic meanings are based on the contextual relationship of words to each other rather than individual words. The meaning of a conceptual metaphor is revealed and understood only in the context, depending on the meaning of the words contained in it.

Conceptual metaphor is a means of enriching the conceptual and semantic apparatus of the language, with its participation new layers of meaning are simultaneously created and acquire linguistic names.



Getting rid of the semantic duality of the conceptual metaphor in the language of science is the law of its development. The function of creating a secondary nomination of metaphor is reflected in the use of conceptual metaphor in the language of science. In the language of science, a metaphor goes through a figurative stage, and it differs from other types of metaphors in that, as a result, it gets rid of its figurativeness and serves only as a name for a concept. This mainly applies to the conceptual metaphors that the term creates.

Not all conceptual metaphors are involved in creating a term, the scientific language has general lexical words that give a name to a concept by being metaphorized. Most of them do not completely get rid of their imagery in their use.

According to Russian scientists, conceptual metaphor in the language of science is completely separated from imagery. And it can be observed that the conceptual metaphors used in the Kazakh language of science (which do not create terms) preserve some of their uniqueness. This is due to the national characteristics of the knowledge of the Kazakh people. It is probably due to the fact that the archaic form of Kazakh national thought was created. For example:

In their understanding, stars are the abode of the human soul, the falling of a star is a sign of a person's death, wishes "may your star not fade away, may your star be high" belong to archetypes of the mythical worldview (K. Zaton). In the end, the national worldview is the golden pillar of the creation of a national state (Zh. Altaev, A. Kasabekov). Conceptual metaphors such as the abode of the human soul, the course of the star, and the golden peg, used in the language of philosophical science, have been preserved. In the language of science, the conceptual metaphor in the term function is completely devoid of imagery and art.

Conceptual metaphors have a specific field that they serve together. It represents material and non-material beings in the scientific, journalistic, and domestic areas.

Conceptual metaphors are often used not only in the language of science, but also in fiction and journalism. Conceptual metaphor in its use in the style of fiction and journalism performs a cognitive function by naming abstract concepts, which in these styles are often figurative. Let's pay attention to the use of conceptual metaphors found in sentences taken from the press page.

For example: Indeed, the tyrannical age, which has brought us many times into chaos and freed many people, did not at first choose its hoe and sharpen its lawn to uproot all our roots every ten years and weed them without leaving any hair?

Has Kazakh art appeared on the world stage less in the twentieth century?

We must not allow our spiritual field to be muddied by anyone.

Let's pray for our tenge to be the only sailing ship in the economic ocean! These were the first drops of Kazakhstan's oil, which today is known to the whole world.

Today, there are 33,858 ionizing sources in the institutions and organizations of Almaty city.

There are many radiation sources that pose a serious threat to the environment and the health of the city population.

The language of various scientific theories, from mathematics to philosophy, is formed on the basis of metaphorical ideas, and without their participation, no knowledge can be acquired, organized and accumulated.

Conceptual function of metaphors in philosophy, psychology, linguistics, pedagogy, cultural studies, history, etc. Scientific fields make a special contribution to the formation of the language. It is also the basis for the creation of terms related to many fields of science, such as physics, mathematics, and biology. The published works on these sciences show that



conceptual metaphor has made a special contribution to the formation of the language of science, especially in the last ten years.

Thus, the study of the use of conceptual metaphors in various scientific languages proves from another point of view that the human mind is formed as a social phenomenon due to the language, that the mind always lives and develops on a certain linguistic basis.

References:

1. Akhanov K. Basics of linguistics. Almaty: Association of Higher Education Institutions, 2002. -558 p.
2. Aristotle. Ethics, Aesthetics, Poetics. - Minsk: Harvest, 2011. - 1280 p.
3. Baitursynuly A. Literary presenter. - Almaty: Atamura, 2003. -208 p.
4. Bolganbaev A., Kaliev G. Lexicology and phraseology of the modern Kazakh language. Almaty: Almaty University named after Abay, 2003. -256 p.
5. Japarova A.J. Historical and philosophical foundations of metaphor. // Science and life of Kazakhstan. - Astana, - No. 2 (57). -144 p.
6. Karibaeva S. Author's metaphors in the poetry of S. Mukanov (cognitive aspect): philol. gy. kand. diss. - Astana, 2010. -135 p.
7. Kabdolov Z. The art of words. Almaty: Kazakh University, 1992. -352 p.
8. Periodic nature of the development of Kazakh terminology. Astana: Elorda, 2002. - 184 p.
9. Hasanov B. Metaphorical use of Kazakh words. - Almaty, 1966. - 205 p.
10. Xamidov, M. (2023). On some similar and different aspects of proverbs and subjects. *American Journal of Pedagogical and Educational Research*, 15, 66-68.
11. Mirakhmedova, S. N. (2024). Socio-philosophical analysis of transformation of spiritual-ideological reforms in new Uzbekistan. *Proximus Journal of Sports Science and Physical Education*, 1(1), 28-32.
12. Sherqulova, Shaxloxon., Golovko, Y. V. (2022). Critical thinking the impact on foreign language learners and ways of integrating with other language skills. Conference, 1(1), 138-144.
13. Kamolova, G., & Golovko, Y. (2024). Better Ways of Using Learners' First Language in EFL Classrooms. *Pedagogical Cluster-Journal of Pedagogical Developments*, 2(5), 31-36.
14. Holiqova, D. S. (2023). Methodology of developing students' reading and writing skills based on distance education technologies (in the example of English language materials). *Current Issues of Bio Economics and Digitalization in the Sustainable Development of Regions (Germany)*, 7(2), 75-80.
15. Xalilova, D. (2021). Direct modification of the language in translation. *Multicultural Education*, 7(7), 71.
16. Guzal, R. (2024). Prospects for Distance Education. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, 2(2), 105-108.
17. Yorbekova, D., & Raximova, U. (2023). Modern Foundations of Teaching Economics in University. *Евразийский журнал академических исследований*, 3(2 Part 4), 173-176.
18. Rahimova, U. (2019). Lingvopersonologics As A New Direction Of Anthropocentric Linguistics. *Scientific Bulletin of Namangan State University*, 1(8), 259-265.
19. Umurqulov, Z. B. (2020). Comparison in literary text and its linguopoetic value. Karshi State University.



Western European Journal of Historical Events and Social Science

Volume 2, Issue 5, May, 2024

<https://westerneuropeanstudies.com/index.php/4>

ISSN (E): 2942-1926

Open Access | Peer Reviewed



This article/work is licensed under CC Attribution-Non-Commercial 4.0

20. Rayimovna, A. N. (2023). Cultural-intellectual development of students and its didactic conditions. *Conferencea*, 44-47.