

LINGUACULTURAL ANALYSIS OF METAPHORS IN THE WORKS OF ENGLISH AND KARAKALPAK WRITERS

Karjawbaev Orazali Esbosin uli

Bachelor Degree of the Faculty of English Linguistics

Karakalpakistan State University named after Berdakh, Bachelor Degree, the Department
of English Linguistics 2 nd- Year Student.

Abstract

We would like to mention here that the methods used by us in the process of learning activities are based on the conscious comparative approach. This is based on the principle of awareness of linguistic phenomena in the period of learning and using, and on the principle of a comparative study of languages.

Keywords: research work, comparative languages, metaphors.

INTRODUCTION

During the early years of Independence, it was adopted “The Law of the Republic of Karakalpakistan on Education”, and further “The Law of the Republic of Uzbekistan on the National Program of Personnel Training System”. The main objective of all reforms done in every field is an individual.

Learning foreign languages in Karakalpakistan has become very important since the first days of the Independence of our country which pays much attention to the rising of education level of people, their intellectual growth. Special attention should be paid to the education of young people, their spiritual and moral upbringing and to the desire for their education and self-improvement. [2; 422] Furthermore, considering how important it is to know the English language and knowing the essence of it in the development of not only education, but also medicine, economics, politics, engineering, technology, tourism and other spheres is directly related to the study and teaching of the foreign language.

The object of the research work: metaphors with the elements of mentality in English, Karakalpak and Uzbek (on the materials “A tree grows in Brooklyn” by B.Smith and “Dunyoning ishlari” by U.Hoshimov).

The subject of the research work: study of the meanings and interpretations of metaphors and their characteristics in English, Karakalpak and Uzbek; conceptual analysis of mentality elements of metaphors in English, Karakalpak and Uzbek, and their lexico-stylistic features. To figure out discrepancy between traditional and conceptual metaphor. To find out how often metaphors (especially those with mentality elements) are used in speech (in the example of literary style) how metaphor affects to speech and what kind of metaphors are used frequently and why certain ones are used commonly in the English and the Uzbek

languages. Moreover, to analyse them conceptually and categorize them based on the certain conceptions (like anger, love, etc.) To reach this aim we have the following tasks forward:

to investigate theories on metaphor in English and Uzbek

to compare and contrast traditional and conceptual metaphors

to examine mappings, which key point in conceptual metaphors

to explain the notions of “conception”, conceptual analysis and its devices

to differentiate culture and mentality

to find out metaphors in terms of mentality in English and in Uzbek based on literary works and their lexico-stylistic features

to do conceptual analysis of found metaphors in English and in Uzbek, and figure out their lexico-stylistic attributes

to sort those discovered metaphors out.

Examples for karakalpak metaphors:

O'tti a'sirler quwip arbasin

A'l-Beruniy tuwilg'an jerde. (I.Yusupov «Kun shig'is jolawshisina»)

Wa'desinde taban tirep turiwg'a,

Jan'a jildin' jan'a bekkem beli bolar. (A.Dabilov «Go'ne jil menen taza jil»)

San'iraw dala say-salada,

Jiltildaydi ot sag'imi

Biraq zorg'a iler edi

Qarag'anda ko'z ag'imi. (J.Aymurzaev «Ot ishinde»)

Men tuwra qarag'an waqitta, ol da'rhal betin basqa jaqqa burip jiberdi. (T. Jumamuratov «Muxabbat siri»)

Examples for English metaphors:

Love is a battlefield

Bob is a couch potato

I am titanium

All the world's a stage, and all the men and women merely players. They have their exits and their entrances.

(William Shakespeare) 5. America has tossed its cap over the wall of space. (John F. Kennedy) 6. A good conscience is a continual Christmas. (Benjamin Franklin)

Among them are “Metaphors we live by” of Lakoff George, Johnson Mark, “Metaphor. A practical introduction” and “Metaphor and culture” by Zoltán Kövecses, “Concepts and conceptual analysis” by Stephen Laurence, Eric Margolis,

“Creating worldviews. Metaphor, ideology and language” by James W. Underhill, “Parts in Cognitive Linguistics” by Abduazizov A., “Semantika” by

Sh.Safarov, “Derivative word in the light of communicative language theory: (stylistic aspect)” by Ashurova D.U., “Systematic linguistic interpretation of metaphor” by Qobuljonova G.K., “Linguistic occurrences connected with word transference meaning” by

Xajiyev S.K., "O'zbek tilidan universal qo'llanma" by Mengliyev B., Xoliyrov O', "Linguistic analysis of metaphor" by Nurullayeva

G., "Ключевые концепты в английских колыбельных песнях" by Бердников

П.М. and others.

Our ordinary conceptual system, in terms of which we both think and act, is fundamentally metaphorical in nature [27; 4]. The idea about usage of metaphors put forward by Lakoff G. and Johnson M. inspired many linguists to dive into the investigation of metaphor again and with conscious mind. Since, they were indeed right when they claimed the aforementioned statement. More and more scholars and scientists had a stereotypical opinion that only limited group of people are able to handle with this kind of stylistic device.

The concepts that govern our thought are not just matters of the intellect. They also govern our everyday functioning, down to the most mundane details. Our concepts structure what we perceive, how we get around in the world, and how we relate to other people. Our conceptual system thus plays a central role in defining our everyday realities. If we are right in suggesting that our conceptual system is largely metaphorical, then the way we think, what we experience, and what we do every day is very much a matter of metaphor. [27; 4]. Moreover, they not only suggest that everyone can use them, but they actually use it subconsciously. Lakoff and Johnson were pioneers to inform that metaphors are not the result of literary sources, but fruit of mind. Till them many would argue that this cannot be right. Metaphor is usually investigated by literature scientists as a linguistic expression.

But our conceptual system is not something we are normally aware of. In most of the little things we do every day, we simply think and act more or less automatically along certain lines. Just what these lines are is by no means obvious. One way to find out is by looking at language. Since communication is based on the same conceptual system that we use in thinking and acting, language is an important source of evidence for what that system is like.[27; 4] Johnson and Lakoff states that "The most important claim we have made so far is that metaphor is not just a matter of language, that is, of mere words. We shall argue that, on the contrary, human thought processes are largely metaphorical. This is what we mean when we say that the human conceptual system is metaphorically structured and defined. Metaphors as linguistic expressions are possible precisely because there are metaphors in a person's conceptual system." [27; 7] There are also several theories besides that approach, but this inspired a lot. The first inspiring idea was presented by Aristotle though several centuries ago. So far there have been made and done several research on the topic of metaphor all over the world. But we mostly focus on investigations done in the English and Uzbek languages. These investigations were done by many linguists, not only Uzbek and British, but also Russian, German, Ukrainian, Danish, American and other linguists and scholars.

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