

Xayrullayeva Gulasal

*Ingliz tilshunosligi kafedrasi o'qituvchisi*

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**Annotation.** *For nearly 2,500 years, since the time of Aristotle, scholars assumed that metaphor was simply a matter of language—cases in which a word with a literal meaning could have a second meaning, which Aristotle claimed was “similar” to the first. According to this comparison theory, any cognitive content a metaphor might have would supposedly be reducible to a set of literal similarity statements. Consequently, while metaphors were seen as powerful rhetorical and poetic devices of language, they were deemed nonessential for stating fundamental truth claims, which could supposedly be reduced to literal concepts and propositions.*

**Key words:** *metaphor, similarity, sign, name, concept, figurative meaning, reasoning, conceptualization.*

When creating metaphors, one establishes the similarities of two concepts, or two entities; one can perceive something in common. Metaphor allows us to understand what is compared (by similarity). This common "something" is associated with the notion of a sign or signs and provides the likeness that they are the reason for postponement. In the field of language signs and concepts function as components of the value. Perhaps, therefore, it is often referred not to the transference of the name, but to its meaning, or figurative meaning. When creating metaphors, one establishes the similarities of two concepts, or two entities; one can perceive something in common. Metaphor allows us to understand what is compared (by similarity). This common "something" is associated with the notion of a sign or signs and provides the likeness that they are the reason for postponement. In the field of language signs and concepts function as components of the value. Perhaps, therefore, it is often referred not to the transference of the name, but to its meaning, or figurative meaning.

During the last half of the 20th century, however, this dominant Aristotelian perspective was shown to be wrong. A growing body of cognitive-science research on meaning, conceptualization, reasoning, knowledge, and language called for a radical rethinking of the nature and operations of metaphor. This empirical research was the basis for what came to be known as conceptual metaphor theory. It was discovered that metaphor is conceptual rather than linguistic in nature, that we think by using metaphor—not rarely or obscurely—but constantly, and that most metaphorical thought is not based on perceived similarities in the world. Instead, conceptual metaphors are frame-to-frame mappings, where frames are basic structures of everyday thought. Conceptual metaphors thus consist of “source domain” frames that are mapped onto “target domain” frames, with most of the inference structure found in the source domain carried over to the corresponding target-domain structure. This process gives rise to metaphorical reasoning. Linguistic, psychological, and neuroscientific methods of inquiry and explanation continue

to shed new light on how metaphors are learned, how they structure conceptual systems, and how they shape our reasoning in all aspects of our lives. Scholars are now investigating the working of metaphor in languages and cultural systems across the world and throughout history. In addition to this cross-linguistic research, metaphor has been explored in other modes of symbolic interaction besides language, such as art, music, architecture, dance, theater, and ritual. In a few short decades, metaphor has moved from the margins to the center of the study of mind, thought, and language. First regarded as a peripheral linguistic phenomenon to be studied only in literary theory and aesthetics, metaphor is now recognized as a fundamental process of human conceptualization and reasoning.

Metaphors are a form of figurative language, which refers to words or expressions that mean something different from their literal definition. In the case of metaphors, the literal interpretation would often be pretty silly. For example, imagine what these metaphors would look like if you took them at face value:

Love is a battlefield.

Silas is a couch potato.

If you don't take them at face value, the result is a much more powerful description of people or events than you'd get with phrases like "love is difficult" or "Silas sits around a lot."

Metaphor examples

Some examples of metaphors include:

- Work today was a nightmare!
- You are my shining star.
- Their bedroom is a pigsty!
- That athlete is a machine.

Metaphors show up in literature, poetry, music, and writing, but also in speech. If you hear someone say "metaphorically speaking," it probably means that you shouldn't take what they said as the truth, but as more of an idea. For example, it's finals period and after exams, students are saying things like "That test was murder."

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