

LINGUACULTURAL ANALYSIS OF METAPHORS IN THE WORKS OF ENGLISH AND KARAKALPAK

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ANNOTATION

The aim of the article is to prove that comparative analysis of metaphors as a literary-based stylistic device in different languages helps to develop linguacultural competence at all levels of language education. The analysis of the received results presented in the work allows revealing the pedagogical potential of metaphors in developing linguocultural competence at all levels of linguistic education. In conclusion, the main global spheres of metaphors are life, time, wealth, love and happiness.

Keywords: Linguacultural Competence, Effective Methods, Analysis.

INTRODUCTION

Linguocultural competence is a complex phenomenon, which includes a set of lexical units of cultural semantics with the ability to apply them in situations of cross-cultural communication. All programs of educational institutions of the Republic of Karakalpakstan support the idea of cross-cultural communication, which implies Karakalpak, Russian and English language proficiency at the level of human culture.

In other words, a high level of language education should meet the requirements of the modern social order of intercultural socio-communicative skills. The communicative approach starts from a theory of language as communication and originated as a result of a change in the British language teaching tradition dating from the late 1960s. The desirable goal here is a cross-cultural communication that presupposes correct and adequate use of the linguistic system. Thus, learning occurs through interaction between students and teacher. The range of exercises and activities compatible with a communicative approach is unlimited. Exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. A variety of games, role-plays, simulations, and task-based activities have been prepared to support classes. Many proponents of communicative language teaching have advocated the use of authentic materials in the classroom, including literary texts with metaphors. It should be mentioned that principles of communicative approach include the following statements: learners learn a language through using it to communicate; authentic and meaningful communication should be the goal of classroom activities; fluency is an important dimension of communication; communication involves the integration of different language skills; learning is a process of creative construction and involves trial and error (Carolyn, 2006). The main reason, supporting the importance of cultural approach is that language is not an autonomous construct but social practice both creating and created by the structures and forces of the social institutions within which we live and function. Culture is the foundation of communication. This approach will help students to understand

the fact that all people exhibit culturally conditioned behaviors and social variables such as life, time, happiness and place of residence influence the ways in which people speak and behave. It will help to increase their awareness of the cultural metaphors in the target language, to develop the necessary skills to locate and organize information about the target culture. Finally, it stimulates students' intellectual curiosity about the target culture and encourages empathy towards its people. At any rate, the foreign language classroom should become a cultural island, where the accent will be on cultural experience and cultural awareness. The person-centered approach was developed from the concepts of humanistic psychology. The humanistic approach views people as capable and autonomous, with the ability to resolve their difficulties, realize their potential, and change their lives in positive ways. The psychologist Rogers (2013), who proposed new humanistic ideas for counseling, developed the person-centered approach. Person-centered education, with a counseling-originated model, embraces a constructivist learner-centered model. The learner-centered model aims to make teachers more sensible to their learners' need as the students undertake a more participatory and a more active role in language learning.

For example there is Karakalpak metaphor from Karakalpar writer Berdakh:

...Тарт колынды геллен кетер,

Деди арыслан Ерназар бий...

... Жигитлик деген нар екен,

Гаррылык деген жар екен...

Омир шад болмаса боларлар комир,

Созлерим меруерттей айтылган хэр бир...

English metaphors:

"**My thoughts are stars** I cannot fathom into constellations." —*The Fault In Our Stars*, John Green

"**Memories are bullets.** Some whiz by and only spook you. Others tear you open and leave you in pieces." —*Kill the Dead*, Richard Kadrey

"**Wishes are thorns**, he told himself sharply. They do us no good, just stick into our skin and hurt us." —*A Face Like Glass*, Frances Hardinge

"**All the world's a stage, and all the men and women merely players.**" —*As You Like It*, William Shakespeare

"**Two roads diverged in a wood**, and I—I took the one less traveled by / And that has made all the difference." —"The Road Not Taken," Robert Frost

Hence, the individuality of every learner, their learning styles, and multiple intelligences begin to be acknowledged by the educators. Likewise, the traditional teaching manner, in the learner-centered approach, the teacher has the role of knower and active organizer. Although in the

learner-centered approach responsibility of the learning is on the shoulders of the learners. Learning in learner-centered model is a nonlinear, recursive, continuous, complex, relational, and natural, which is enhanced in contexts where learners have supportive relationships, have a sense of ownership and control over the learning process, and can learn with and from each other in safe and trusting learning environments (Galperin, 1958).

Taking into consideration all approaches mentioned before, it should be emphasized that the formation of linguacultural competence could be carried out in three stages; each stage has its own challenges due to its objectives. The first stage is motivational, i.e. providing psychological readiness to communicate. Dyachenko and Kandybovich (1976) and other scientists highlighted the problem of readiness at different times and from different positions in their research. Thus, readiness is a particular mental state that allows to perceive a certain situation or to act. Stepanov (2001) states that the main goal of a teacher is not only to give information on different cultures but also to change trainees' treatment of other cultures. At this stage, the native languages are used along with English because the information given in the native languages quickly comes to mind. Reading feature literature with a number of stylistic devices, including metaphors, helping to understand the way of life, traditions and customs of different nationalities and discussing them appears to be effective. The discussion takes a specific place in the sphere of dialogic communication. The main objective of the discussion is the development of communicative culture in the search for the truth. Awareness and understanding the problems and contradictions, identification of available information, revision of knowledge, development of skills to argue and justify the point of view, the inclusion of knowledge in a new context are the main substantial objectives of discussion. Astashova asserts that skilfully organized discussion is the most important form of the methodical development of tolerance. In the spotlight is the fact that sensible people all around the world, regardless of their nationality or religion, show tolerance, respect each other, and appreciate the cultural heritage of the community. The core values of all peoples are the same. Discussing the literature helps students to penetrate the essence of the question, and gives them a chance to ask questions and express their opinion. This work makes it possible to achieve the goal – to form a new quality of a person – a willingness to cooperate (Yartseva, 1960). The second stage of the formation of linguacultural competence is an informative one. The main objectives of this phase are the collecting and processing of learning material, which is the content of training. We consider the content of training as a constantly changing and evolving category connected with the process of learning. Interrelation of the activities of teaching (the activity of the teacher) and learning (student activities) is addressed in the material, or in other words, in the content of the subject. The content of education is not only the subject of what you can hear or see in the lesson that is explicitly expressed or clearly represented by a teacher or a student, but also what they think, feel and experience, as well as the mental processes that occur in their heads when one opens up and the other develops the world of a different culture. We are not talking about the formation by a trainee of a new consciousness, totally identical to the host consciousness of the target language. The task is to enrich the student's consciousness through initiation into the image of linguistic consciousness of his peers abroad – carriers of other conceptual systems of the world. The perception of any material has a bright personality color. A preliminary analysis of the materials is worked up by using one's own experience and available knowledge. Students

prepare a monologue speech on the issue and makeup questions. Thus, it is not only familiarizing the student with living but also enriching the vocabulary, broadening the outlook, immersing in a foreign cultural environment and increasing the motivation for learning a foreign language. All the complexity of studying a foreign language from the point of view of psychology is that the attention of the trainee is distributed simultaneously to multiple objects: the definition of the content of statements, selection and fixation of linguistic resources, establishing and keeping in mind a logical sequence of statements, its implementation in the external plan (speaking). During training, the teacher should help the student to organize his/her thoughts, clarify the solution to the problem of communication, find ways for its implementation and create the conditions of natural communication in the target language if that language is not an end in itself but a means of communication. Material for communication should not require specialized knowledge, but must arouse interest, inducing the expression of one's own opinion and assessment. It is possible to realize on the basement of metaphor content. All stages mentioned before suggesting an independent cognitive activity of students on the given topic or issue. The trainee focuses his/her attention not on the English language but the problem researched. Language is used for its essential purpose of exchanging information; it becomes more of a means than an objective. Students learn not only new words but also learn new things and new ways of doing things. The original idea is to involve students in learning by doing activities, which allows them to choose what they want to study and create an end product based on their activities.

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