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## WAYS TO EXPLAIN METAPHORS IN TEACHING PROSE TEXTS TO ELEMENTARY SCHOOL STUDENTS

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### ABSTRACT

The article introduces primary school students to the expressive features and facets of the meaning of metaphors used in narrative texts. There was also a scientific study of aspects demonstrating the unique expressive capabilities and skill of the writer. The pragmatic possibilities of productive use of metaphor in literary texts, especially in works of the great epic genre, have been studied lyrically.

### KEYWORDS

Prose text, teaching methods, literary text, discourse, metaphorical meaning, novel, epic works, facets of meaning, methodological possibilities, pragmatic analysis, linguistic research, connative meaning, dialogue.

### INTRODUCTION

It is necessary to provide students with information about metaphors from the primary grades. The use of metaphors in prose works and their expressive possibilities have been studied in detail in Uzbek and world linguistics, and due to their importance, the process of studying them continues. In this regard, it is appropriate to cite N.D. Arutyunova's opinion that "classical metaphor is a synthetic term in the field of analysis, a view (image) of the zone of the idea of imagination in the field of the mind, isolated in the general "country", "class" world [1].

The world in which metaphor plays an important role is determined by modern trends in linguistic research on the Uzbek language landscape. For example, in Russian linguistics, the uniqueness of F.I. Tyutchev's poetry as a product of spiritual activity is most clearly manifested as a result of identifying and comprehensively analyzing the main conceptual metaphors in his poetic language. Such an analysis allows us to determine the level of knowledge of the structure of F.I. Tyutchev's poetic language, which plays an important role in describing the poet's style of expression. The depth of

metaphorical imagery in F.I. Tyutchev's poetry is a distinctive feature. F.I. Tyutchev, first of all, determines the implementation of his philosophical and mythopoetic views on the relationship between nature and man[9]. The development of generative semantics in the 1960s has become important in studying the cognitive function, communicative, emotional, voluntary (function of influence), poetic and a number of other features of metaphor (J. Katz, P. Postal, J. Lakoff[2]). First, it is to analyze various definitions of metaphor, and secondly, to outline the history of the study of metaphor, starting from the works of ancient philosophers and ending with modern linguistic dictionaries.

After all, in ancient Greek rhetoric, metaphor was an objective feature of language and speech, and the phenomenon of metaphor itself was a product of a person's empirical understanding of the world. Metaphor is the use of a word or phrase existing in the language to refer to an object understood in order to convey part of its original meaning.

18th-century Russian science gives a traditional definition of metaphor (transition of meaning based on similarity). M.V. Lomonosov developed not only a classification of metaphor, but also the rules for using this trope in speech[6]. Metaphor began to be systematically studied in Russian linguistics only in the 20th century. A.A. Potebnya deepened the theory of metaphor: he developed the mechanisms of formation and functioning of metaphor, syntactic and semantic classification. At the end of the 19th century, N.M. Krushevsky wrote about the associative nature of metaphor, referring it to psychological phenomena.

The 20th century was a period of development of the doctrine of metaphor. The views of scientists move

from studying the aesthetic potential of this linguistic phenomenon to its cognitive and pragmatic functions. Researchers such as A. Richard, M. Black, S. Pepper and E. Cormack describe the mechanism of metaphor formation from the point of view of psycholinguistics and identify the main metaphors[7].

In Russian linguistics of the 20th century, the study of metaphor is aimed at studying its semantic potential in the literary language. The works of V. V. Vinogradov and G. O. Vinokur argue that there is no such linguistic phenomenon that does not function in poetic speech. Scientists conclude that metaphorization is a process of semantic transformations based on the intersection of various semantic spheres[8].

The second half of the 20th - the beginning of the 21st century - was a period of active formation of cognitive and conceptual hypotheses about the mechanisms of metaphorization.

The research of N. D. Arutyunova stands out in the internal metaphorology of this period. In his opinion, language is anthropomorphic, and therefore a suitable reference point for analyzing human linguistic phenomena. N.D. Arutyunova[1] gives a detailed functional classification of metaphors, paying attention to the degree of "solidity" of such linguistic units. G.N. Sklyarevskaya[3] identifies a number of semantic fields that are mainly involved in the process of metaphorization, three of which are related to man.

Thus, we see that at the present stage of the development of metaphorology, the center of linguistic research is the person, his language, mentality and psychology.

One of the most interesting contexts that performs the function of metaphor is poetry. The peculiarity of

poetic language is that it most clearly reveals the semantic potential of linguistic units, therefore, the poetic picture of the world is logically different from each other. Here, metaphor serves as a means of understanding and reconstructing the world.

G. Nasrullaeva analyzes metaphorical meanings in poetic texts in her research. She emphasizes that in contexts the element of spring has a speech that is unclear to a person, but understandable to the whole world. The poet's constant appeal to one image indicates that there is something significant in it for its creator. When analyzing the poet's poetry, it becomes clear that he appeals to the image of a mountain very often. In fact, she emphasizes that in his poems it has a metaphorical meaning, that is, it expresses transferable meanings [4].

The scientist emphasizes that the mountain in the poet's poetry is the poet's exalted spirit, his sufferings and joys. Perhaps that is why she emphasizes that the mountains live with him from the poet's first poems to the last.

The reverse method of introducing a metaphor into the text is when different metaphors express the same subject in different contexts, creating a polyphony of meanings. — in addition, it carries a tangible expressive charge, determines the reader's deep experience of this image.

In prose works, unrepeatable metaphorical meanings are also evident, especially in the novels of Isajon Sultan. Such cases can be witnessed in his novel "Genetic". It is necessary to distinguish the fragments that are suitable for grades 3-4:

That year, the fast fell in the fall. The sky was full of birds, chirping and flying away somewhere. Is there a

specific time for each of them to migrate? I have witnessed the migration of swallows, crows, cranes, ducks, geese, storks. I have also seen this bird, which builds a nest like a basket in tall poplars and oaks, sometimes flying with a snake in its beak. It was as if some divine decree that people did not hear came, and they all went to very distant places.

Or:

Let me tell you something, that girl from the Steppe of Kipchak captivated my imagination until I grew up. When spring comes, the flowers bloom. Each of them, through the rain and wind, becomes the image of that girl whose face is warm and whose smile remains in my memory. I also remember the way her satin dress was scorched by the fire. Her hands were rough, cracked from work, and her dark hair was thick. What about the fact that she grew more and more beautiful as time went by? In any case, after I grew up a little, I came to the conclusion that I must have loved her. I was ashamed of myself for thinking that this was not a suitable name for my young man. In the village, it is said that a person who falls in love with someone is often ridiculed. It is a very special, intimate subject for someone to fall in love with someone. But my mind and thoughts were occupied by the Dashti Kipchak girl for many years. The honey flowing from the branches of the elm merged with his face. His red face, the sun shining in a blue hue, the sky changing color in the heat, and the summer breezes that seemed to melt people kept flashing between them. The reason I say blue is that if you look straight at the sun, after a while it turns into a blue flame with a red flame around it. I am surprised that that scene has settled in my mind with that blueness.

The peculiarity of the metaphor of Isajon Sultan is that he uses the method of intensive knowledge of the "common language" in the epic text. The narrow range of topics is focused on the main dual categories, which differ in their belonging to two worlds: earthly and heavenly. The metaphor in this case becomes linear. A random image begins to develop with features borrowed from other metaphors. This feature can be shown by analyzing the evolution of one metaphor.

"When the cotton season is over, the village breathes a sigh of relief. The endless fields are a brownish-brown, the autumn rains have fallen steadily, turning them into a slushy mud. The sheds are dilapidated, empty. The wind blows through the open doors.

The radio on the porch interprets this in its own way: So much rain falls on our poor roof, Who will feel sorry for the poor...

Late autumn spreads out like this. People hold weddings in late autumn. The reason is, they see money in their hands. That is why they give their lives to the oppressor and sweat. They do not spare their children, they use them by rubbing their noses on the ground" are vivid examples of metaphors.

## CONCLUSION

In conclusion, it can be said that starting from the primary grades, it is necessary to teach the process of fully expressing the possibilities of language tools in speech situations. When studying literary texts from a pragmatic aspect, it becomes clear how effectively the authors used metaphors, and the analysis of prose texts selected for analysis should be carried out primarily as a pragmatic study of the metaphor and its units as a social phenomenon. However, most of the research conducted in recent years has a cognitive-

pragmatic or stylistic significance. It has been found that anthropomorphic metaphors have enriched the Uzbek language and literature with new artistic means of expression.

In primary education, it is extremely important to explain the grammatical, stylistic, linguopoetic, psycholinguistic, cognitive-pragmatic possibilities of language units through the analysis of prose texts that are suitable for the student's age.

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