Features of Metaphors in Shaukat Rahman's Poetry

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Annotation: The article reflects on metaphor, and notes that the study of metaphor has been analyzed, in particular, by representatives of such sciences as rhetoric, psychology, philosophy, stylistics, literary criticism, translation studies and even cybernetics.

Keywords: vocabulary, metaphor, lexeme, comparison, transfer.

Lexica , as the basic unit of the language, serves to designate the elements of the world around us. The lexeme is not limited to the task of naming, but also performs the tasks of transferring our knowledge about the world around us to future generations (cumulative task), understanding (percentage), and influencing the listener (expressive). This shows how versatile the lexeme is.

It should also be emphasized that although the lexeme and the concept have a dialectical relationship, each new concept cannot be expressed by a separate word. If we were to evaluate each concept as a new word, language would dilute its communicative function, leading to a level of loss. An important feature of a language is that it is capable of expressing an infinite number of concepts with only a small number of units that can be stored in memory. Therefore, new concepts are mainly expressed with the help of already existing units based on the actual models of a particular language.

The role of analogy in human knowledge of the world is incomparable. A newly observed object and phenomenon is always compared with a previously acquired object and phenomenon, and the similarity between them determines the use of the former name for a new object and phenomenon. The use of a name already existing in the language for a new meaning, based on a certain similarity, not only performs the function of a simple nomination, but also performs the function of influencing the listener (expressive) and expands the expressive possibilities of the language. . This move is a metaphor.

Despite the importance of metaphor in the nomination process, so far it has attracted the attention of literary scholars more as an artistic tool. But any artistic means, expression is carried out with the help of linguistic means. Therefore, movements in artistic speech arise on the basis of certain linguistic laws. That is why they are considered the object of study not only of literary criticism, but also of linguistics.

The history of the study of metaphor goes back to the distant past. Since the time of Aristotle, it has been analyzed by representatives of such sciences as rhetoric, psychology, philosophy, stylistics, literary criticism, translation studies, and even cybernetics. But it cannot be said that the linguistic side of the issue has been studied sufficiently. Any artistic means is materialized with the help of linguistic means. That is why it is necessary to study metaphor from a linguistic point of view.[1]

It exists in connection with two contradictory aspects. Language includes two components - language and speech. Language is a system of common and ready-made patterns and patterns for members of a particular society and is a socially limited phenomenon.

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[1] Bickerton D. Introduction to metaphorical linguistic theory. I. Theory is metaphorical. - M.: Nauka, 1990. -S. 284-306.

Speech is a personal, material phenomenon in which language manifests itself in various ways. Any linguistic phenomenon has linguistic and speech aspects. The speech aspect is easy to observe (keep awake) and direct. It is based on a relatively stable and limited linguistic phenomenon. If we look at the history of linguistics, we will see that the tradition of studying the first side of linguistic phenomena is stronger. In particular, in the study of metaphor, the need to study its second aspect, the linguistic basis, has long been important.

Any phenomenon, be it objective or subjective, is hidden behind its observable aspect and hidden from view.

Since the concept of metaphor (more precisely, epiphora) was defined in Aristotle's Poetics, interest in this phenomenon has increased and has not subsided. Over the years, many definitions of metaphor have been given, and all those involved in this field will remember Aristotle's definition.

Aristotle himself acknowledged the following points on this subject:

"A metaphorical word (metaphor) is a metaphorical word that is not related to a thing, transferred from genus to species, or from species to genus, or from species to species."

1. An example of wordstranslated from gender to type is the sentence "Here is my ship." Here the word "standing" generally means "at anchor".

2. Words translated from species to gender. Since the word "thousands" in the sentence "Odysseus accomplished a thousand spiritual feats ..." means "many" in this place, since the word "thousands" is generally a special case of "many".

3. Words translated from type to type. For example, "Free the soul with copper" and "Cut a particle of water with tireless copper" in the first case, the word "free" means "cut", in the second case, the word "cut" means "free" means

I mean here that the fourth word is as related to the third as the second word is to the first. Therefore (the poet) may say the fourth word instead of the second word, or the second word instead of the fourth word. Sometimes a word is added that is related to the word being replaced. For example, to the extent that the cup is associated with Dionysus, the shield is associated with Ares. Therefore, the bowl can be called the "shield of Dionysus", and the shield - the "cup of Ares." [1]

Aristotle defines that "Metaphor is the transfer of someone else's name either from genus to species, or from species to genus, or from species to species, or by analogy."

And he says: "I call all common words, except rare words, metaphors, expressions and other words, "strange"."

As can be seen from the definition, a metaphor is a kind of "strange" name. The "weird" name doesn't actually exist, it's the result of a normal name.

The definition of Aristotle, with all its achievements and shortcomings, occupies an important place in the history of linguistics.

The existence of an analogy based on metaphor is recognized by all those involved in this field. But there are different opinions about the role of comparison in metaphor.

"Metaphor is an abbreviated simile." (A. Potebnya) If words like "like" are used, a metaphor is created.

For example: She was beautiful and graceful, like a flower,

She was a beautiful and elegant flower.

the Polish scientist J. Kasyan is also trying to develop the above idea. "If we consider the origin, then it will be possible to determine without a doubt that this or that metaphor developed from this or that comparison."

However, on this basis, the opposite conclusion can be drawn - many comparisons are derived from metaphors. [1] Therefore, some scientists also metaphor those who pay special attention to the difference between comparison.

For example, according to Keselovsky, I. Kukin, M. Stein, if compared things are presented separately in comparison, then in a metaphor they are understood as a whole. [2] According to A. Veibitskaya, the metaphor essentially involves negation: when they say that eyes are fire, people are wild lions, no one really thinks that eyes are fire, and a person is a lion, he rejects and denies such an idea. In comparison, comparison retains its position.

There are two ways to look at the relationship between metaphor and simile:

1. Metaphor is a shortened comparison, that is, the difference between them in their external design.

2. Metaphor and comparison differ from each other in content (internal) formation.

In general, in the definitions given to the metaphor, there are many cases when it is combined with side effects .

For example, E. Cassirer defines a metaphor as follows: "A metaphor can be imagined as transferring the name of one imagination to another field - another imagination that has some attribute corresponding to it or suggests some indirect "analogies" with it" .

The use of psycholinguistic methods in teaching the method of metaphor in the poetry of Shavkat Rahman has a beneficial effect on the student. It is worth noting that we will give a number of recommendations in this regard.

"Bumerang", "Tarmoqlar", "Kichik guruhlarda ishlash", "Charxpalak", "BBB", "Zig-zag", "Elpig'ich", "FSMU"" in order to achieve a deep and effective assimilation of Shavkat Rahman's poems. students, since interactive methods are the most convenient and interesting methods, their application in practice gives a positive effect.

For example, an effective method of interactive education is the **Charkhpalak method** .

" **Charkhpalak** " method _ the topic on the surface of the information to summarize without careful in mastering the effective method is considered. This method to apply the following done increase can :

1. The assembly hall is small and divided into groups.

2. Har one in the group existence questions is given _

3. Har one to the paper group is given and the group participants 4-5 minutes for mutually think and answer on the paper they write

4. The time is marked then the teacher _ to hint from the microgroup to the number looking at the answers written paper next to the group they pass

5. Each group one on a question from themselves the previous group they add to the additional answer they have written.

6. Har one group members of his own wrote the answer explanation gives _

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[1] Cashier E. Strength is metaphorical. // Theory is metaphorical. - M.: "Nauka", 1990. S. 33.
[2] Gyulumyans K. M. Figurative consumption of animal names in comparison and metaphors // Proceedings of Sam GU kip. 217. VF. IV - Samarkand, 1971. - S. 109 - 111.

7. Har one group on the questions wrote the answer to the other additional comments of the groups given to return to myself will come _ So, the questions written paper group between the rotated and completed answers in the form will come _

8. The teacher wrote to the answers looking micro-group members evaluate. Using this method to teach the life and work of Shabkat Rahmon will help us to deeply understand the essence of the works.

This method advantage From this it is in this group members in advance prepared content is placed , ie . to the questions of the existence of the discarded subject, the full appropriation of the opportunity will have _ Har one group of thought discussion to be done as a result of the group members own achievement and shortcomings identify takes _ Most of the main thing is that the students are independent to thinking, to activities will be directed and their knowledge formed not only to evaluate each other receive also emerging skills will _ That's all on earth problematic and cooperative education methods mutually harmonize . That is, the student, too, alone is sought, and his own opinion is delivered to his comrades, substantiation through knowledge absorbs together.

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