

## Effective Aspects of Studying Metaphors Based on Prose Texts

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### ABSTRACT

*The desire to make the speech more expressive and, therefore, effective, to be able to achieve the communicative goals set before the speech is characteristic of any person. This explains the frequent use of various expressive means in it, primarily synonyms, emotives, tropes and stylistic figures. Traditionally, one of the most common and popular tropes in the speech of native speakers is metaphor. V. P. Kovaleva: "the unique individuality of the images created in metaphorical combinations, as well as the unlimited possibilities of words, make metaphorization an inexhaustible way of creating a speech expression."*

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### Introduction:

The possibilities of metaphor as a way of creating a certain image are much wider than the expressiveness of the word, its expressiveness. Metaphoricity is a universal feature of linguistic consciousness, which depends on the ability to explain the world around us, to name new things in it, to paint it emotionally by comparing it with the known, familiar.

Metaphorization is a mental (cognitive) and linguistic activity of a person, characterized by fundamental ambiguity, which depends on the interaction of the direct lexical meaning of the word and the additional contextual meaning in the conditions of unusual semantic relations of linguistic units. activity-based process. Therefore, metaphor can be considered simultaneously in two aspects: "and as a language-specific process of expanding the semantic range of the word and the emergence of new general language metaphorical meanings (that is, linguistic metaphors - "lexical", "lexicalized", "dead") and figurative use of words as a means of increasing the expressive possibilities of the vocabulary in artistic speech (that is, the creation of speech metaphors), which consists in using these words in a figurative sense. In general, it is considered the most effective and efficient in the expressive manifestation of artistic speech and prose.

If the linguistic metaphor reflects social experience, has a systematic nature of use, is repetitive and anonymous (green youth, velvets of the southern sky), does not include an involuntary and special communicative task, then the artistic metaphor is individual, intentional, ma "performs a certain communicative function of the speaker / writer, is not repeated in the language, has authorship and performs figurative aesthetic functions of personification (anthroponym), therefore, unlike the first, it is more difficult to systematize and analytically describe. However, in any case, metaphor as a linguistic phenomenon is a new way of looking at familiar things, a new level of understanding of the surrounding reality by increasing the meaning of lexemes known to a native speaker, an unusual, creative way of understanding the world and a person in the world, this determines its great potential in the development of effective thinking, imagination, linguistic and communicative abilities.

Metaphor affects thinking and imagination at the same time, activates the mechanism of speech understanding.

The novelty and strangeness of the metaphor activates the imagination and memory, encourages the active search for a basis for comparison of metaphors and metaphorical objects, and the explanation of the author's motivation for the comparison. The motivation for such a search is an emotional reaction to the image created by the metaphor, the intellectual component is secondary: first, the metaphor evokes emotions, an aesthetic impression, and only then it gives rise to thoughts, which makes you think about meaning and reason. for a hidden comparison . In the process of understanding the essence and pragmatics of a metaphor, the reflection of speech is activated, it is related to its emotional, aesthetic and logical content. All this determines the great educational potential that metaphor has as a didactic tool and an object of student learning. Metaphor, due to its vivid image, also works as a leading tool for forming the expressiveness of students' speech. Expressiveness, which is an important communicative feature of speech, is determined by the level of readiness to effectively implement an individual idea in speech through the mediation of logic, accuracy, imagery, expressiveness, situation and purpose of communication, genre, narrative style, and is formed in the process of conscious acquisition in students. from the metaphorical means of language.

A. B. Maksimova writes: "Metaphor, which realizes the communicative and aesthetic functions of the language due to its bright image, due to the syncretism of denotative and connotative meanings, works as a leading means of forming and enriching the expressiveness of students' speech." This point of view was expressed by Yu.V. Komarova "teaching schoolchildren the ability to use the expressive potential of metaphor in written speech, based on the integration of the theory of speech culture and linguistic stylistics, helps to form and improve students' linguistic and linguistic competence." Thus, taking into account the complexity and versatility of metaphor as a complex linguistic phenomenon, its great development potential, the use of metaphor in lessons on this topic can only enrich the speech of schoolchildren and improve their ability to qualitatively change their speech. the restriction will be incorrect. The influence of metaphor is wider and multifaceted. Working with metaphorical compounds, improving the skills and abilities of enriching one's own speech with metaphors has a beneficial effect on students' language thinking and the development of their linguistic personality in general. Due to its multifunctional nature, metaphor has a wide range of pragmatic possibilities: aesthetic, evaluative, stylistic and expressive. This metaphor is a powerful tool for the development of speech, it awakens the innate "sense of language", allows the analysis and synthesis of language material in the "living" context of speech, the realization of unlimited possibilities of speech creation, and expression. individual view of the world. Metaphoricity is a feature of the speech of a linguistic person, which reaches the motivational and pragmatic level of its development, but the opposite is also true: the metaphor implemented in the speech of master of words "educates" the student's speech identity. able to implement any idea clearly and clearly. speech Therefore, in the process of studying metaphor, the formation of competences important for a growing linguistic person is the most intensive and effective, and at all levels of school education only materials about metaphor and forms of working with it and language materials containing it gets complicated.

Students gradually get acquainted with various aspects of the existence and operation of metaphorical units, enter the world of figurative words through sample texts, understand the importance of speech and ways of its development. Since metaphoricity is a characteristic of consciousness and thinking, getting acquainted with metaphor as a language tool, the student learns the world of real and imagined reality around him. The creative potential of metaphor is especially important in the context of educational and developmental tasks of forming an original linguistic personality whose speech fully expresses an individual view of the world and has an effective impact on the receiver. The level of semantic generalization and semantic abstraction reflect different levels of semantic understanding of metaphor in language and literary text. When working with metaphor as a means of forming the expressiveness of speech, it is necessary to start with providing its conscious generation with logical operations of analysis and synthesis of elements, the process of selecting and combining them is creative and reflects the individual characteristics of thinking, memory and imagination. topic of speech. Intensive work of memory, associative thinking and imagination when working with metaphor gives the student the opportunity to creatively use language resources to create an expressive speech, gradually develop and improve it.

Taking into account the above, we can conclude about the important role of metaphor in improving the linguistic consciousness, linguistic personality and communicative behavior of students, the need to pay close attention to metaphors and metaphorical speech in the educational process. In the modern world, metaphor has become an integral part. human mind, a unique intellectual means of knowing. As you know, Aristotle was the first to pay attention to metaphor. In his approach to metaphor, he emphasized the closeness of its nature to rhetoric and poetics. This is his first-stage approach, which laid the foundation for the adoption of metaphor as the next type, where the figure of speech is used as an ornament [14, pp. 7-8]. Despite Hermogenes' attempts to show the connection of metaphor with the thoughts of that time, this model of perception of metaphor by Aristotle became a classic and became the basis.

Similes are often confused with metaphors because these tropes are based on similarities between objects and events.

If similes and metaphors are expressed by nouns, work will help to distinguish them from each other. When a metaphor is expressed or can be expressed by a noun in the nominative case, we can put it in the nominative case, and the comparison is often creative: poetic texts use metaphors relatively often. In prose texts, it is less than in poetry. In the course of this research, we need to determine the following:

T/r	The distribution of metaphors used in prose texts in word groups	Lexical features of metaphors used in prose texts	Cognitive-pragmatic characteristics of metaphors used in prose texts
1.	Metaphors	Denotative and connotative meanings	Metaphor pragmatic meaning
2.	Qualitative metaphors	Reasons for migration	Metaphor and concept
3.	Verb metaphors	Simile devices	Metaphor, text and discourse

Uzbek linguistics also has a number of studies on the study of metaphors, which are a means of deeper understanding of the world. For example, U.S. Qabulova considers metaphor to be a literary innovation and distinguishes it from simile (tashbeh) with the omission of similes. Putting metaphor as an alternative to simile is the result of views that have existed in the scientific and literary heritage. Abdurauf Fitrat, like other literary experts, showed metaphor as a poetic art. As in other languages, the investigation of metaphors in Uzbek linguistics has found its serious scientific and research development by the last decades of the 20th century.

Scientist M.M. Mirtojiev, who has conducted multifaceted research on Uzbek lexicology, divides metaphors into speech and language phenomena. To the types of metaphors in German linguistics: personification, symbolization, allegory, synesthesia: "These types of metaphors related to the phenomenon of speech can be applied to metaphors related to the language phenomenon with some changes. In this case, it is necessary to exclude the symbolization and allegories that arise from the pure nature of the speech. Because symbolization is a metaphor that occurs in connection with ellipsis in speech. And allegory emerges in the context of speech and intonation. Based on this, metaphors, which are linguistic phenomena, are divided into such forms as simple metaphor, personification, and synesthesia.

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