



IMPORTANCE OF METAPHOR IN DEVELOPING COHESION

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Abstract:

This article offers a thorough examination of the ways in which metaphors are employed in modern English to assess ideas. The evaluation criteria that determine whether metaphors are evaluable are defined, and modifications are both an object of evaluation. The means and conditions for changing the evaluability of metaphors are systematized, axiological types of lexical and semantic groups of metaphors are distinguished, and the agent as a donor of evaluation in the semantic structure of metaphors is taken into account. In addition to offering a typology of demographic, sociocultural, and national cultural variables of metaphor evaluability, this study demonstrates the pragmatic use of evaluative metaphors. The axiological status of the metaphor is established by providing a comprehensive analysis of the semantic, syntactic, pragmatic, and sociolinguistic elements of the metaphor's evaluation in modern English.

Keywords: metaphor, modern literature, stylistic devices, imagery, stylistic cohesiveness, cognitive processes, critical thinking.

Introduction

When discussing stylistic cohesiveness, it is impossible to overlook the significance of stylistic devices, particularly metaphor. A new theoretical approach to the problem of metaphor has emerged as a result of a cognitive turn in the study of language and style. There are now more opportunities to study this phenomenon. The most significant point to note is that metaphor is considered a cognitive mechanism that integrates cognitive processes, empirical experience, and language proficiency in addition to being a stylistic device. The development of an emotive system and personal world model is credited with conceptual metaphor. Within the context of a broader process of analogical thinking, it is one of the basic functions of human intellect.



Main body

There has been much discussion on the importance of teaching pupils how to think critically. Critical thinking is necessary for a democracy to operate effectively. According to Thomas Jefferson, a democracy cannot survive with careless citizens [4, 23]. The use of metaphor as an analytical tool has received little attention despite the wide range of approaches that have been put out to teach critical thinking. Metaphor is a potent tool for deciphering abstract ideas. Every complex theory has a simple metaphor at its core. Every academic discipline, including politics, science, religion, and history, has its own set of selected metaphors. Metaphors can be used to help us uncover the hidden meanings behind conflicting viewpoints. essay that follows provides an example of how metaphor may be a helpful tool for improving critical thinking abilities.

The focus of the article has been on two broad questions [6, 37–49]:

1) First, what is critical thinking?

2) How is thought influenced or shaped by metaphor? After discussing these issues, we must turn to a third query:

3) What part does metaphor play in encouraging introspection? The utopian garden is one archetype that has been chosen for metaphorical analysis in attempt to answer this question. The paradigm of the utopian garden will be traced via three distinct historical periods: **New Age therapies, the Enlightenment, and the Bible**. By examining the metaphors employed in these three distinct eras, we can observe how presumptions are transformed into intricate cognitive patterns. The ability to identify assumptions is an essential step in becoming a reflective thinker.

In line with this conception the study of conceptual (cognitive) metaphor relates linguistic phenomena to cognitive structures and processes. Metaphor is interpreted as a language means based on the mental process of analogy and knowledge transfer from one pithy field into another. So, metaphor is a cognitive model, a specific way of conceptualizing reality in a fictional text. The basic properties of cognitive metaphor can be designated as **a) ability of modeling reality and b) a broad extended system of associations**.

The cognitive metaphor in this instance has both philosophical and artistic merit since the imagery it produces permeates the entire text and thus becomes an



embodiment of the idea of "nature and man." The two pictures form one of the primary conceptual layers of the world view, as they penetrate into one another and integrate into a single emergent structure through the metaphoric mechanism [2, 13]. The foundation of cognitive metaphorical analysis is the theoretical idea that metaphor serves as a conceptualizing tool in addition to being a stylistic instrument. One of the primary functions of the mind, it serves as a tool for classification, assessment, and cognition [5,92]. Metaphorical analysis aims to disclose the mechanism of metaphorization which lies in the interaction of the two, source and target, spheres. The system of knowledge structures of a source sphere serves as a basis for cognitive modeling of a target sphere. Cognitive metaphorical analysis is of a special significance for fiction since imagery is considered an inalienable property of this text type [3, 51].

A significant amount of research has been done on the pragmatic, cognitive, structural-semantic, and semantic components of evaluative statements. Studying both verbal and nonverbal evaluative methods was recommended by several studies. We identified the following typical evaluative utterance means in our previous research: the use of descriptive and conventional estimative lexemes, the use of imagery, modality markers, the introduction of implicit information, the regulation of utterance length, the use of (de)intensifiers, subjective opinion constructions, filler words, etc.

Education is an important process of acquiring knowledge, skills, and values. Some people learn quickly, others do not, but everyone understands the significance and value of knowledge. In view of that, the empirical material contains quite a lot of conceptual metaphors with education as a target domain. This type of conceptual metaphors is usually found in rational evaluative utterances, as in examples (1) and (2):

EDUCATION IS A DIFFICULTY:

Rutherford, very alarmed, asked. "Why are you doing this, Bezumov?"

"An intelligent question, at last, Dr Rutherford. I was tiring of your painfully slow grasp of astronomy" [7, 534].



EDUCATION IS AN ASSET:

“What will you do?”

Henry smiled. “My education has not been wasted, Mariah” [1.77].

It should be noted that evaluative utterances do not necessarily contain explicit evaluative words like “good” or “bad”. They may include the phrases that acquire evaluative meaning due to the stereotypes of a certain society, group or due to a person’s model of the world. Such implicit evaluative components make the statements more prominent and emphasize their most important ideas.

Conclusion

Our research has led us to the conclusion that appropriate conceptual metaphors enhance the expressiveness, vividness, and creative interpretation of appropriate evaluative utterances, hence drawing the attention of the interlocutor. The metaphors used in manipulative evaluative statements aid in exerting a stronger and faster effect on the other person. Their contribution to pragmalinguistics and the notion of conceptual metaphor determines the results' theoretical and practical importance. By employing appropriate metaphors and teaching participants to steer clear of the manipulative power of evaluative statements that contain metaphors, this study may be successful in balancing communication. The use of metaphor in modern English literature is not merely a stylistic choice but a vital means of meaning-making. It reflects the complexity of thought and emotion characteristic of the modern era and offers readers a richer interpretive experience

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27th July, 2025

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