



## METAPHORS IN THE WORKS OF ENGLISH AND KARAKALPAK WRITERS

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### ABSTRACT

*The article's goal is to demonstrate how, at all language education levels, a comparative examination of metaphors as a literary-based stylistic element in other languages promotes the development of linguacultural competence. At all levels of language instruction, the educational potential of metaphors in fostering linguocultural competence may be shown via the study of the data obtained and given in this work. In conclusion, life, time, money, love, and happiness are the primary global metaphorical domains.*

**INTRODUCTION.** A complicated phenomenon, linguistic competence comprises a set of lexical units with cultural semantics and the capacity to use them in cross-cultural communication contexts. The concept of cross-cultural communication—which presupposes Karakalpak and English language fluency at the level of human culture—is supported by all curricula offered by educational institutions in the Republic of Karakalpakstan stated differently, a superior degree of language instruction need to satisfy the demands of the contemporary social structure about intercultural socio-communicative abilities. The desired outcome in this situation is cross-cultural communication, which requires appropriate and precise language use. As a result, communication between the instructor and pupils facilitates learning. There is an infinite variety of exercises and activities that align with a communicative approach. Exercises help students meet the curriculum's communicative objectives, involve them in conversation, and call for the application of communicative strategies like interaction, meaning negotiation, and exchange of information. To supplement lessons, a range of role-plays, simulations, games, and task-based activities have been created. A large number of advocates for communicative language instruction have pushed for the inclusion of real resources in the classroom, such as literary books that include metaphors. [1:53] It should be noted that the following are some of the tenets of the communicative approach: language acquisition occurs through use; authentic and meaningful communication should be the aim of classroom activities; fluency is a crucial component of communication; communication requires the integration of various language skills; learning is a process of creative construction and involves trial and error. The primary argument in favor of the significance of the cultural approach is that language is a social activity

that is both produced and shaped by the social institutions in which we live and work, rather than an independent construct. [2:87]

Their awareness of the cultural metaphors in the target language will grow, and they will acquire the skills needed to find and arrange cultural information. Lastly, it fosters empathy for the target culture's citizens and piques pupils' intellectual curiosity about it. In any case, the focus should be on cultural experience and awareness, turning the foreign language classroom into a cultural island. Humanistic psychology ideas served as the foundation for the development of the person-centered approach. According to the humanistic perspective, individuals are capable and independent beings who can overcome obstacles, reach their full potential, and make positive changes in their life.

The goal of the learner-centered model is to increase instructors' awareness of the needs of their students as they take a more active and participatory approach to language acquisition. Directed by Berdak Gargabay.:

Berdaq poem is a poem, poem, and history that emerged among the Karakalpak people in the 19th century. His creative spirit flourished as he organically connected with the folk culture and history of his time. The composition of Berdak's poetry served as a proof of the development of folk literature in Karakalpak in the 19th century. Berdaq culture is a great part of the national culture of the peoples of Central Asia, as well as the treasure of world culture.

Berdak shared the sorrows and emotions of the Karakalpak people, encouraged them to be brave, and inspired them to fight for social justice. Shayirdin's "Khaliq Ushin", "Jakhsiraq" spoons, "Ernazar Biy", "Amangeldi" poems, "Aqmaq Patsha" saga, etc. "Jaksiraq" is like a mine in the bowl, he sings:

The people of Berdimurat, the people of Berdaqti,  
It looks like a joke, it's heavenly.

One of the peculiarities of Berdaq's legs is that, after a normal contraction, a certain throbbing sound comes from the left thigh, which gives away the idea of its inhibition. In the works of the plural form, the author shows his name, and in the works of gaypara, he shows his style.

One such metaphor is Karakalpak, which was written by the Karakalpar author Berdakh:

Ак бийдайы турып сулы сепкеннен,  
Таза салы турып шигин еккеннен  
Жонсиз кырык кун кайгы уайым шеккеннен,  
Денсаулыкта бир кун шадлык жаксырак.

Адам баласында болсын ар намыс,  
Ен кеми жуз болсын коз корген таныс,  
Магар билмей колды кыйса бир камыс,  
Сол уак канын тыйган ардан жаксырак.

The learner-centered model of learning is nonlinear, recursive, continuous, complex, relational, and natural. It is enhanced in situations where learners are able to learn from and with one another in safe and trusting learning environments; they also feel that they own and control the learning process. Keeping in mind all of the previously discussed methods, it should be underlined that developing linguacultural competence may be done in three stages, each of

which has unique difficulties because of its goals. Currently, the information provided in the original languages is easily remembered, thus they are used in addition to English. Understanding the way of life, traditions, and customs of many cultures via reading feature literature that employs a variety of literary elements, such as metaphors, and engaging in dialogue about them seems to be beneficial. The conversation is held within the context of dialogic communication. The establishment of a communicative culture in the pursuit of truth is the discussion's primary goal. [3:67]

The key substantive goals of a debate include raising awareness of and comprehending the issues and contradictions, identifying the information that is accessible, revising existing knowledge, developing the ability to argue and defend one's position, and incorporating existing knowledge into a new context. Astashova claims that the most significant way for the methodical growth of tolerance is through well-organized conversation. The fact that reasonable people everywhere exhibit tolerance, respect for one another, and an appreciation for the community's cultural heritage—regardless of their nationality or religion—takes center stage. Every people has the same fundamental principles. In addition to providing students with an opportunity to ask questions and voice their opinions, discussing the literature aids in their understanding of the core of the subject. The purpose of this effort is to establish a new trait in a person, namely a willingness to collaborate. The development of linguacultural competence proceeds through an instructive second stage. The gathering and processing of training materials, or learning material, are the primary goals of this phase. We view training content as an ever-evolving and dynamic category associated with the learning process. In other words, the content discusses the relationship between teaching (teacher activity) and learning (student actions). Education encompasses more than just the things that students and teachers explicitly express or clearly represent during a lesson. It also includes what students and teachers think, feel, and experience as well as the mental processes that take place in their heads when one person opens up and the other develops the world of a different culture. We are not discussing the development of a new consciousness by a trainee that is exactly the same as the host consciousness of the target language. The goal is to broaden the student's perspective by exposing him to the language awareness of his international classmates, who are messengers of many global conceptual systems. Every substance has a brilliant perception. As a result, it not only acquaints the learner with daily life but also expands their vocabulary, widens their perspective, immerses them in a foreign culture, and boosts their desire to study a second language. From a psychological perspective, the complexity of learning a foreign language lies in the trainee's simultaneous focus on several tasks, such as defining the statements' content, choosing and focusing on linguistic resources, creating and adhering to a logical flow of ideas, and implementing the strategy in the external plan. If the target language is not an end in and of itself but rather a means of communication, then the teacher's role during training should be to assist the student in organizing his or her thoughts, providing clarity on the problem of communication, suggesting methods for putting the solution into practice, and establishing the conditions for natural communication in the target language.

#### CONCLUSION.

Communication materials should spark attention and encourage the expression of one's own judgment and opinion rather than requiring specific expertise. Realization is feasible on the

lowest level of metaphorical content. Every step that was described before suggests that students engage in independent thought on the assigned subject. The trainee concentrates on the subject they have investigated rather than the English language. Language becomes more of a means than an end when it is utilized for its primary function of information exchange. Along with learning new vocabulary, students also pick up new skills and methods of operation. The initial plan was to get students actively involved in their education by giving them the freedom to select the subjects they wish to study and to base their final output on those actions.

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