METHODS OF TEACHING FIGURATIVE TROPES AND NON-LITERAL LANGUAGE. (UNDER THE ANALYSIS OF LEXICAL UNITS IN ‘’WINDMILLS OF GODS’’)

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Examples with the analysis of lexical expressions in ‘WINDMILLS OF GODS’ (by Sydney Sheldon).

Abstract: In every language, there some lexical items that can express figurative meanings, normally equal to those of one word. Stylistically, they are considered as means of making literary texts more vivid and colourful. And, through their use in a wide range, writers and poets take advantage of composing well-written works of art with a high potential. In this article, that sort of figurative expressions are thoroughly analysed and approaches for teaching a figurative language for L2 learners are stated. For a stylistic analysis, figurative phrases are selected used in ‘WINDMILLS OF GODS’ (by Sydney Sheldon) [1] .

Key words: lexical items, figurative meaning, figurative expressions, stylistic analysis, figurative language, teaching approaches, L2 learners.

Abstrakt: Barchamizga ma’lumki, har bir tilda odatda ma’no jihatdan bir so’zga to’g’ri keladigan ko’chma ma’noli leksik birliklar mavjud. Stilistik nuqtai nazardan, bunday til birliklari badiiy adabiyotni yanada yorqinroq qiluvchi hamda bo’yoqdorligini oshiruvchi vosita sifatida qaraladi. Ko’plab yozuvchi va shoirlar ulardan keng miqyosda foydalanish orqali mohirona yozilgan san’at mahsulini yaratishadi. Shunga asoslangan holatda, ko’chma ma’noli birikmalar ushbu maqolada chuqur stilistik tahlil qilinadi va ularni chet tili o’rganuvchilari uchun o’qitish metodikalari ham qayd qilib o’tiladi. Bu maqolada, Sidney Sheldonning ‘TAQDIR TEGIRMONI’ asarida ishlatilib o’tilgan bilvosita ma’no ifodalovchi til birliklarining stilistik tahlili ko’rib chiqiladi.

Kalit so’zlari: leksik birliklar, ko’chma ma’no, chet tili o’rganuvchilari, stilistik tahlil, o’qitish metodikalari, bilvosita ma’no.

Introduction.

Figurative language has long been studied by linguistics, conducting a stylistic researches through various categories of analysis and synthesis. Multiple illustrations of this can be seen in a myriad of papers on linguacultural comparison. First and foremost, when it goes about figurative language, it functions as a whole unit under the umbrella of semantics. Semantically, it encompasses tropes, given metaphor, metonymy, simile, idioms all of which express connotative meaning in relation to a particular semantic structure. However, studying connotative meanings of linguistic units is not solely limited within this domain. With regards to spheres of Stylistics, Pragmatics and Cognitive Linguistics, non-literal language tends to disclose its range of functions in speech. [2] In Stylistics, the use of tropes for expressive and artistic purposes are

analysed, while Pragmatics explains the context-dependent figurative meanings. Likewise, in the field of Cognitive Linguistics, Conceptual Metaphor Theory is a core tool to examine the figurative conception. [3] Throughout this research paper, specified tropes in the American literary book mentioned above are analysed associated with nearly all of those scientific fields.

Review of related Literature.

According to linguists, Linguoculturology is the core scientific field covering studies of non-literal language (as a part of itself) from every other dimensions. It is the field, where concept is a unit needed to interpret the meaning of words in contexts of every language. In Linguoculturology, figurative language is defined as a root of metaphors, idioms, smiles and etc. Similarly, Sh. Usmonova, in her book named ‘’Linguoculturology’’ also states that, the term ‘’concept’’ refers to a cultural identity of a specific nation and the process of encoding them through linguistic units in a language. As an illustration, she specified multiple concepts of ‘’home’’ interpreted by Uzbek people:

- An apartment – a place for living;
- Family – people living together;
- Orphanage - care home for children … [4]

In light of this, it can be argued that, a word can express various concepts depending on contexts. And again, a concept can be expressed through various lexical units, namely conceptual or orientational metaphors. For example, ‘’happy’’ is ‘’up’’, ‘’sad’’ is ‘’down’’:

‘’ I am feeling up today ‘’ – meaning *being happy* and *grateful*, while ‘’ He is really low these days ‘’ – meaning *feeling depressed*. [5] These categories of metaphors are thoroughly analysed with concrete examples in the book called ‘’Metaphors We Live by’’ by George Lakoff and Mark Johnsen. Moving onto other researches, Zoltan Kovecses claims:

‘’ – A part of our conceptual system consists of abstract concepts that are metaphorically defined. The definition of an abstract concept by means of metaphor takes place automatically and unconsciously. There are many concepts like these (e.g. marriage) that are defined or constituted by conceptual metaphors. And they are so constituted by conceptual metaphors. ‘’ [6]

Research methodology.

In this research paper, several lexical units are sorted throughout the literary book ‘’WINDMILLS OF GODS’’ written by an American writer, Sydney Sheldon. These units are analysed in terms of cognitive semantic analysis. Through the process of analysing, comparative-qualitative method is highly implemented due to the fact that it proves context analysis. Depending on this method, the approaches of analytical methods can prove instrumental for comprehension of L2 learners. This indicates that receptive skills, listening and reading; have a high potential to be improved, as those skills are interconnected with comprehension and interpretation processes. Throughout the analytical process, definitions of figurative expressions are provided according to the dictionary called ‘’Oxford English Dictionary’’

Cognitive Semantic Analysis (CSA) – is the analysis of conceptual metaphors or metaphors, in which both the conceptualization and categorization of lexical units are identified.

Conceptualization of a lexical expression is the way of receiver understanding, interpreting and mentally structuring the meaning. Categorization is distinctly, how human being classify and organize the reality, the literal meaning of words. [7]

For instance, ‘’He was an oak in the forest of willows.’’ In this statement, two conceptual metaphors are used: a) *an oak;* b) *the forest of willows.*

Here, the conceptualization of the word ‘’an oak’’ is ‘’a person with strongly independent and upright character’’ and the categorization of it is ‘’ a strong hardwood tree producing acorns’’.

The forest of willows is also a conceptual metaphor. Its conceptualization is ‘’ a group of people who are submissive and easily compliant’’. On the other hand, the categorization of it is ‘’ an area densely filled with trees’’ and ‘’trees typically growing near wetlands and having long, slender branches’’.

From this point onward, the process of CSA of specified figurative units begins.

1. ‘’He had proved to be a poor prophet’’. In Uzbek language, it is translated as ‘’ Uning o’ylaganlari sarob bo’lib chiqdi.’’ [8] ‘’A poor prophet’’ – a conceptual metaphor. Its conceptualization can be ‘’ a person who may predict future events’’ in Western culture, and ‘’a moral guide who calls society back to righteousness’’ in Eastern cultures. When it comes to the categorization of this phrase, ‘’ a messenger of God’’ is the appropriate description.
2. ‘’They found a new white knight to champion: Paul Ellison’’. Its translation into Uzbek is: ‘’ Ular o’zlariga yangi qutqaruvchini topishdi: Paul Ellison.’’ ‘’A white knight’’ – a conceptual metaphor. And the conceptualization of this phrasal unit is ‘’a brave person’’ or ‘’a hero’’. Turning to categorization, the literal definition can be defined as ‘’ a mounted warrior in the Middle Ages’’.
3. ‘’ Once out law school, Stanton Rogers’ political star began rising meteorically, ...’’ In this statement, a multiple conceptual metaphors are determined. Translation in Uzbek: ‘’ Huquq maktabini tamomlagach, Stanton Rojer juda tez siyosiy muvafaqqiyatga erisha boshladi.’’ The first one is ‘’star’’. Conceptualization of it can be ‘’popularity’’, ‘’higher career goals’’. And categorization is ‘’ an astronomical body’’. The next one is ‘’meteorically’’. Its indirect meaning, that is to say conceptualization is ‘’rapidly, swiftly, fast’’. Categorization of it is defined as ‘’ a stone rich in minerals, like iron, nickel etc.’’
4. ‘’The trail leading to the top of the mountain took almost fifteen years.’’ In Uzbek language: ‘’ Muvafaqqiyat sari yo’l o’n besh yil davom etdi.’’ Here, the conceptual metaphor is ‘’the top of the mountain’’. Its indirect meaning can be ‘’ achievement of goal, success’’, ‘’personal, career growth’’. Its literal meaning is ‘’the highest point of the mountain’’.
5. ‘’ Every politician in the world comes out of the same cookie cutters’’.

Uzbek translation: ‘’ Siyosatchilarning hammasi bir xil, bir go’r ‘’. Conceptualization of ‘’cookie cutter’’ can be interpreted as ‘’standard mould removing individuality’’, and its categorization as direct meaning is ‘’ a baking tool to form shapes’’. [9]

Results and findings. This comparative-semantic analysis plays a vital role in L2 learners’ conceptualization. Moreover, having a background knowledge of figurative units and their functions in expressing meanings both directly and indirectly, can make a beneficial contribution to the improvement of receptive skills. This is due to the fact that encoding and decoding figurative language in contexts is inextricably bound with one another. This can be an indication to the potential negative effects of direct translation or word-for-word translation. Because, it may lead to misinterpretation of the concept of tropes. If the figurative units above were translated word to word into second language, their function would lose the essence, and a reader also would encounter difficulties in getting the grasp of the context. So, this research displays the functions of tropes through analysis and translation.

Conclusion. For L2 learners, it is essential to understand the meaning a lexical unit refers to in context. Misinterpreting the second language acts as a barrier to the gradual growth of receptive skills and the overall language competence, as well. As such, learning language from

different angles, including, its stylistic and semantic properties, proves beneficial for both comprehension and productive skills.

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