

## The Role of Metaphor and Metonymy in Formation of Professional Terms

NURBEK AYAQULOV, AZIZA AYAQULOVA  
*Gulistan State University, Gulistan, Uzbekistan*

### ABSTRACT

*To talk about the content structure of the term, it is necessary to raise the question of how terminological meaning appears in commonly used lexical units. The reason for this is the processes of metaphorization and metonymy, which result in the process of secondary nomination. Today metaphor is the focus of attention of many linguists. This is due to the fact that the metaphor has ceased to be only a literary term, and is used to provide an emotional impact on the addressee in the texts of various language genres, being an integral attribute of the language as a whole. A significant part of human concepts is structured with the help of metaphors. Metaphor is considered as a cognitive phenomenon that affects human thinking and provides understanding.*

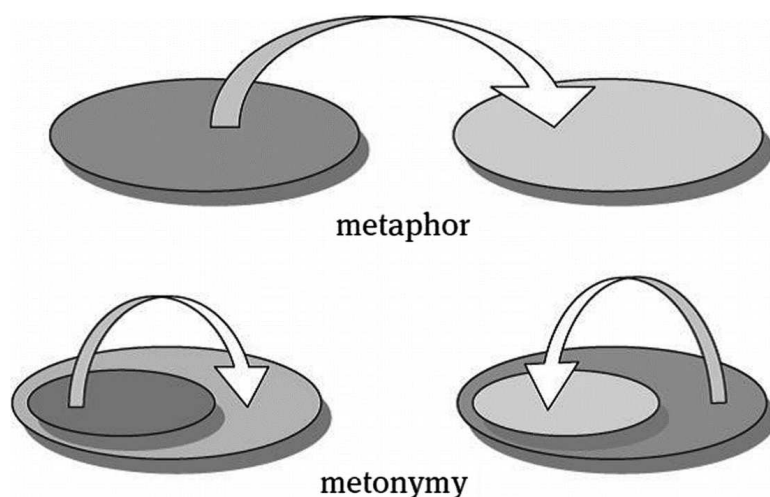
**Keywords:** Metaphor, metonymy, professional terms, metaphorization, secondary nomination, cognitive linguistics, phenomenon, connotative meaning.

### INTRODUCTION

In Russian linguistics, cognitive metaphor was considered by such linguists as N. D. Arutyunova, A. A. Zaliznyak, M. V. Nikitin, E. V. Paducheva, G. N. Sklyarevskaya, N. V. Ufimtseva, L. V. Ivin and others. According to N. D. Arutyunova, metaphor is a way of forming the missing meanings in the language. Metaphor not only gives a name to meaning, but is even able to form it, thus acting as an instrument

of knowledge. "Metaphor responds to the ability of a person to capture and create similarities between very different individuals and classes of objects. This ability plays an enormous role both in practical and theoretical thinking" (Arutyunova 1999: 380).

Speaking of metaphor, M. V. Nikitin writes that she "assumes the similarity of denotations, on the basis of which the name of one becomes also the name of the second due to the fact that this second has no name at all and needs to be designated or has its own primary name, which, however, for some reason does not fully meet the goals of communication and in some way is inferior to the metaphORIZED name" (Nikitin 2007: 254). Comparison is used to determine similarities or differences, in other words, to categorize one object through another, already categorized object that serves as the basis for comparison.



If earlier the metaphor was considered only a phenomenon of fiction, and the function of unambiguity was attributed to the terms, today the concept of a "metaphorical term" is widely used in cognitive science. Modern researchers refute the statements about the stylistic neutrality of the term and come to the conclusion that the terms of all terminological systems have connotative meanings. Imagery, emotionality and expressiveness

are characteristic of metaphorical term formation. According to M. V. Nikitin, it is the metaphorical term that allows us to convey the essence of a phenomenon or an object that does not have its own established name. The cognitive function of metaphor is expressed in the fact that it contributes to "the formation of the concept in the mind, its formation and clarification" (Nikitin 2007: 762).

#### MATERIALS AND METHODS

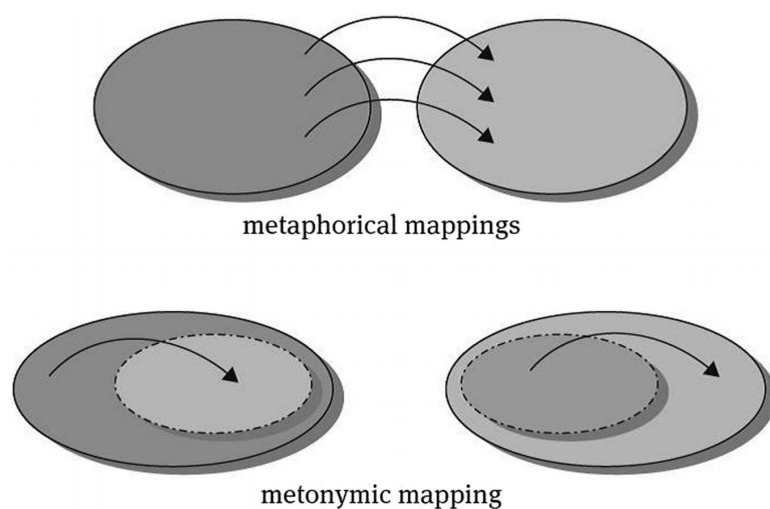
According to G. N. Sklyarevskaya, a metaphor is "a secondary indirect nomination with the obligatory preservation of semantic duality and a figurative element" (Sklyarevskaya 1993: 12). The appearance of a linguistic metaphor is due to the fact that a lexical sign consists not only of a denotative, but also of a connotative meaning, which reflects associations, concepts and additional meanings assigned to this sign and reflecting expressive, emotive and evaluative associations that have become entrenched in the linguistic consciousness of the collective and represent his knowledge of the subject. The sense of analogy makes a person seek and find similarities between the most distant entities: not only between objects of the sensually perceived world, but also between concrete objects and abstract concepts.

Metaphorization is a creative way of understanding conceptual abstractions, carried out for heuristic purposes, as well as a method of formulating new thoughts.

Metaphor is both a way of fixing the realities of the surrounding world and a tool for creating new meanings. As N.D. Arutyunova, "metaphor is not needed for practical speech, but at the same time it is necessary for it, not needed as an ideology, but necessary as a technique" (Arutyunova 1990: 9). This statement proves the fact that the metaphor implements one of the most important functions - cognitive.

However, the sign underlying the metaphorical transfer of meaning is not always relevant for the semantic structure of the word being rethought, it is not always easy to single out and explicitly bind the metaphorical meaning to the original one.

Sometimes the dependence of the metaphorical meaning on the original one is determined not by the repetition of elements essential for the nomination, but by the reflection of associative and representative features that reflect ideas about phenomena and objects. Thus, comparing interpretations of basic and figurative meanings, it is not always easy to identify those qualities on the basis of which the meaning transfer occurred.



Modern linguistic research has experimentally proven a discrepancy, and in some cases even a contradiction, between the lexical meaning of a word and its psychologically real meaning. It is not uncommon to come across a phenomenon when the attribute that forms the metaphor is not only not essential for the original meaning, but may not be included in the semantic characteristic of this meaning. In some cases, it even contradicts the mass associations that the word evokes in people's minds (Sternin 1979).

In the present study, a semantic element that is included in the denotative core and is fixed in dictionary definitions in both metaphorical and original meanings is considered common to two meanings.

According to G.N. Sklyarevskaya, the symbol of metaphor is “an element of semantics, consisting either of one seme or a set of semes, which in the original nominative meaning belongs to the sphere of connotation, and in the metaphorical meaning it enters the denotative content as nuclear (differential) semes and serves as the basis for semantic transformations. in the process of metaphorization” (Sklyarevskaya 1993: 45).

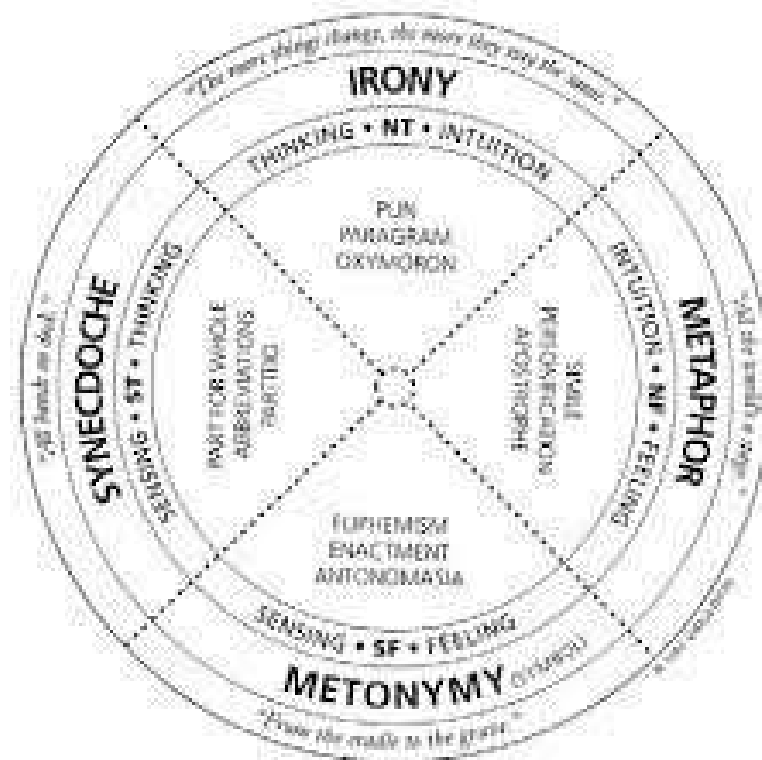
Following I. A. Sternin, the seme is understood as the minimum component of the meaning that reflects the distinguishing feature of the denotation of the word and is able to distinguish the meanings of words. Semes are extracted from dictionary definitions of explanatory dictionaries. However, different dictionaries distinguish different semes even within the same language. Sometimes the descriptions in dictionaries are incomplete, inaccurate and have differences. The seme description of meanings by monolingual explanatory dictionaries has been done only partially, only some of the most striking semes are described, and the linguist quite often has to carry out an additional seme description of the units of the source language and the language of comparison himself in order to get a more complete picture of the structure of the meanings of the compared words (Sternin 1979).

#### RESULT AND DISCUSSION

The basis of the core of the seme is the denotative component of meaning. However, connotative semes - emotion and evaluation, as well as some stylistic and other functional semes can turn out to be very bright in the meaning. In this case, they can enter the core of meaning or its near periphery, since the brightness of a semantic feature for linguistic consciousness is the most important feature that allows one or another semantic component to be attributed to the core of meaning. It is the core components of meaning that are mainly reflected in explanatory dictionaries and can be distinguished using the seme analysis of dictionary definitions. Of particular difficulty is the identification of peripheral components of meaning, which, as studies show, are most often due to national specifics.

The connotative part is a hierarchically organized system that can consist of several levels located at different distances from the denotative part. These parts of M.V. Nikitin calls intensional and implicational. “The intension is the content core of the lexical meaning, the implicational is the periphery of the semantic features surrounding this core” (Nikitin 2007: 105).

The implication of features can have varying degrees of rigidity. “In the process of metaphorization, any connotative seme can be actualized, no matter how far it is from the denotative core” (Sklyarevskaya 1993: 17).



It is known that the characterizing function is primary for a metaphor. Metaphorization processes lead to “doubling the denotation” when one of the characteristic features of the original

concept is used to nominate a new object. “A metaphor does not so much indicate the subject of speech as it characterizes it” (Sklyarevskaya 1993: 19).

In the cognitive analysis of a language for special purposes, the most interesting and informative is the use of the method of analysis of conceptual integration developed by cognitive linguists J. Fauconnier and M. Turner. This theory, also known as blending theory, has already found wide practical application in linguistics and has provided new opportunities for the study of metaphor.

In accordance with the mentioned concept, when we speak or think, mental spaces appear in our consciousness. A person conveys meanings not only with the help of words, but also thanks to the information implicitly present in the utterance. Words form just the “tip of the iceberg”, in addition to which the statement contains huge amounts of information necessary for the correct interpretation of its content. “The person himself is not aware of exactly how the process of interpreting the meaning of the statement is taking place, just as he is not aware of the chemical reactions taking place in his brain” (Skrebtsova 2000: 135). Understanding is possible due to mental construction at the cognitive level. Mental spaces act as a kind of theoretical construct that creates a cognitive background, which in turn acts as an intermediary between language and the world. “The success of human communication, therefore, depends on the degree of similarity of the spatial configurations built by the interlocutors, which is ensured not only by the actual linguistic aspect of understanding” (Skrebtsova 2000: 137).

According to the theory of conceptual integration by J. Fauconnier and M. Turner, as a result of the interaction of input spaces, a cross-space mapping occurs, which leads to the formation of a common space (generic space) and a mixed space or blend (blended space). Interspatial mapping connects similar elements or prototypes (counterparts) present in both source spaces into a common space (generic space). Later, having been filled with new background knowledge, these elements form a mixed space (Fauconnier 1997: 168). Having developed the theory of J. Lakoff and M. Johnson, J. Fauconnier and M. Turner

introduced an additional mental space - blend. Blends are not identical to any of the original spaces, but only borrow from each part of its structure, which together forms a new meaning. Unlike the original spaces, blends are more filled with cognitive and cultural models (Kovalchuk 2011).

According to researchers, metaphor permeates our entire daily life and manifests itself not only in language, but also in thinking and action. Thus, the main function of metaphor is to provide understanding, which is achieved not just on the basis of individual isolated concepts, but on the basis of a whole area of experience. Metaphor is a prominent and comprehensive cognitive process that connects conceptualization and language. It is highly dependent on the interdimensional mapping that occurs between the source sphere and the target sphere (Fauconnier 1997: 168).

In addition to metaphor, the process of creating new meanings can be associated with the phenomenon of metonymy. Metonymy is “the transfer of a name by contiguity in space or time” (Superanskaya 2012: 45).

While the function of characterization is primary for metaphor, “for metonymy, on the contrary, it is typical to perform an identifying function in relation to specific objects” (Arutyunova 1999: 352). “Metonymy is a projection of mental connections of an implicational nature onto the semantic variation of words”, where implication is understood as “a mental operation of establishing a linear relationship between concepts in the mind as a reflection of real (and sometimes imaginary) connections between real (and sometimes imaginary) entities real (and sometimes imaginary) world” (Nikitin 2007: 240).

As E. I. Golovanov, the difference between metaphor and metonymy lies in the fact that the metaphor is based on the comparison procedure, the search for analogies between objects, while metonymy is the result of multi-stage logical procedures of professional knowledge. The properties of metonymy are increased nominativity, low expressiveness and stylistic neutrality, which is very important for the language of professional communication. “Metonymic processes in the



sphere of professional communication reveal cognitive mechanisms that are relevant for this environment” (Golovanova 2011: 69).

#### CONCLUSION

It is often possible to find out how the metaphorical and metonymic meanings of words of general vocabulary become direct meanings in the case of using these units in the function of terms. When lexical units become elements of a term system, their terminological meaning becomes direct, breaking away from the former, non-terminological meaning, and expressive, figurative and other similar moments become the connotations of the term.

Summing up the above, it should be noted once again that the role of metaphor and metonymy in term formation is obvious today and is emphasized by many researchers: the metaphorical and metonymic mechanism of conceptualization of scientific realities, the formation of terms and meaning formation is analyzed. Increasingly, the idea of the need to study and use metaphor and metonymy as tools of knowledge and a method of scientific research. Metaphor and metonymy play an important role in the conceptualization of the entire surrounding world, correlating complex mental observations with simpler and more concrete ones.

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**NURBEK AYAQULOV**

PHD., ASSOCIATE PROFESSOR,  
ENGLISH LANGUAGE AND LITERATURE,  
GULISTAN STATE UNIVERSITY,  
GULISTAN, UZBEKISTAN

**AZIZA AYAQULOVA**

PHD STUDENT,  
RUSSIAN LANGUAGE AND LITERATURE,  
GULISTAN STATE UNIVERSITY,  
GULISTAN, UZBEKISTAN

E-MAIL: <NURBEK.AYAQULOV.1992@GMAIL.COM>