

## CONCEPTUAL METAPHOR THEORY AND ITS SIGNIFICANT ROLE IN OUR DAILY LIFE

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**Annotation:** Conceptual metaphor is a linguistic term that refers to a figure of speech that links two dissimilar things by drawing on the similarity of their implied underlying beliefs or concepts. Conceptual metaphor often involves an analogy between two dissimilar concepts, creating a link between them that is not simply descriptive or empirical. This link is often based on an underlying conceptual similarity, which allows the user to access a new level of understanding or insight about the phenomenon being compared.

**Keywords:** CMT, cognitive function of CMT, Lakoff and Johnson, figurative language.

### Introduction.

Conceptual metaphor can be found throughout the entire language repertoire and is used in both spoken and written language. The most common conceptual metaphors are figures of speech like simile and metaphor, but there are also more specific types, like metonymic metaphor (the use of one term to stand for another), synecdoche (the use of a part to represent the whole), and metonymy (the use of a connection to stand for the thing itself). Conceptual metaphor can be used to illuminate and make more complex the meaning of a sentence, to highlight an important point, or to suggest new ways of looking at a situation. It can also be used to communicate the author's own thoughts and feelings about a particular topic. While conceptual metaphor can be found in many different types of texts, it is especially common in the arts and in the discourse of philosophy.

### CMT and cognitive linguistics model

The theory of conceptual metaphor is a philosophical understanding of the way in which peoples' minds create links between concepts that are not necessarily related to each other in a literal or physical way. For instance, when people say that "time heals all wounds" they are using a conceptual metaphor, because time is not a physical thing that heals wounds. Conceptual metaphors often help people understand complex ideas or concepts in a way that is easier to understand. The theory of conceptual metaphor says that conceptual metaphors are a type of figure of speech that involves the use of one concept to represent or identify another concept. Conceptual metaphors are different from other types of words or phrases because they are designed to represent or identify another concept. Conceptual metaphors can have different meanings depending on how they are used. Conceptual metaphors are often used in everyday language, and they are not limited to certain contexts or groups of people. The theory of conceptual metaphor was first proposed by George Lakoff and Mark Johnson in 1980. The cognitive linguistics model is based on the idea that conceptual metaphors are a type of figure of speech, or a way in which ideas are expressed. In their first book, "Metaphors We Live By", Lakoff and Johnson argue that conceptual metaphors provide certain connections between concepts by mapping them onto each other. Conceptual metaphors allow people to understand complex ideas or concepts in a way that is easier to understand because they map two different ideas together through one word or phrase. For instance, when someone says "time flies" they are most likely using a concept that compares time to a bird and saying that time flies like a bird. This idea of language as an activity

was established by L. Johnson which asserts that language is the result of social activity, not the other way around; this led to the view of language as practice. These views are connected with radical constructivism, which holds that social reality is constructed rather than given at birth. The central claim is first made in "A Nice Derangement Of Epitaphs" (1977). The argument also contrasts with conventional views where it is taken for granted that language is a natural given and people are born with the capacity to use it in an accurate manner."

Many important approaches to identifying the essence of metaphor as a sort of secondary nomination have emerged in modern linguistics. The first approach regards metaphor as a lexical phenomenon. According to its supporters, the metaphor is manifested in the structure of a word's linguistic meaning. This strategy comprises recognizing and classifying a metaphor's linguistic features (morphological, derivational, syntactic). The metaphor is interpreted here by emphasizing the semantic process by which the form of a linguistic unit or the design of a linguistic category is transferred based on similarity from one designation of an object to another, as well as the derived meaning of the linguistic unit formed on the basis of the named semantic process.

A metaphor emerges in English when reality generates specific links to the cognition's theme. Because comparison is built into the basic structure of human mental activity, the process of emergence of new knowledge is accompanied by comparison, forming conceptual parallels between objects. It is a secondary nomination procedure as well as a complex and varied phenomenon. It reflects new knowledge about the world received via the use of language resources, as well as changing and diverse cognitive activity. Metaphor is a frequent phenomenon that has infiltrated all parts of existence, including not only language but also mind and action.

In his work, Z. Kövecses (2008) outlines the components of the linguistic cognitive approach of metaphor and demonstrates how the metaphor is comprehended from this perspective. Metaphor is a multidimensional phenomenon that impacts not just language but also the human conceptual system, social behaviors, and neurological and physical activity. Metaphorization processes, according to the core tenet of cognitive theory of metaphor, are based on mechanisms for processing knowledge structures - frames and scenarios. Knowledge realized in frames and scenarios is a generalized experience of human interaction with the physical environment and society around us. As a result, the metaphor becomes a cognitive process that controls a person's thinking and is intrinsically a phenomenon that produces insight.

## **Conclusion.**

Therefore, based on the fundamental elements of the cognitive theory of metaphor, it is possible to conclude that, as cognitive linguistics develops, metaphor assumes a prominent role in its investigation. The study of a metaphor demonstrates its participation in the processes of thinking, receiving, processing, and delivering information. The metaphor is strongly tied to the experience of a certain collective, people; it has embodied people's views about the surrounding world from ancient times. Metaphor is a form of nomination that serves as the foundation for similar thinking. Using metaphors from a given language, one may grasp the basis of this ethnos' culture, track its genesis, and growth over time. The cognitive theory analyzes metaphor as a method of conceiving reality, as a basic mental activity that connects disparate conceptual areas in order to explain, define, and cognize one using the other. Cognitive theory provides an investigation of a language's conceptual metaphors while taking their structure into account, or metaphorical models that consist a group of metaphors from one conceptual area for an extended image explaining a specific phenomenon from a different conceptual region.

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