

**METAPHORICAL ELEMENTS IN SHAUKAT RAHMAN'S
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Abstract: *This paper explores the characteristics of metaphor, highlighting that the examination of metaphor has been scrutinized by scholars in various disciplines, including rhetoric, psychology, philosophy, stylistics, literary criticism, translation studies, and even cybernetics.*

Keywords: *language, metaphor, word choice, analogy, transference.*

Lexemes, serving as the fundamental units of language, play a crucial role in denoting elements within our surroundings. Beyond mere naming, lexemes also serve the functions of transmitting knowledge about the world to future generations (cumulative function), facilitating understanding (cognitive function), and influencing the listener (expressive function). This multifaceted nature underscores the versatility of lexemes.

It is essential to highlight that while lexemes and concepts share a dialectical relationship, not every new concept requires a distinct word for expression. Treating each concept as a new word would compromise the communicative function of language, leading to a loss of efficiency. A noteworthy feature of language lies in its ability to convey an infinite array of concepts using a limited set of memorable units. Consequently, novel concepts are predominantly expressed through existing units, in accordance with the established models of a given language.

The role of analogy in human comprehension of the world is unparalleled. When encountering a new object or phenomenon, individuals instinctively draw comparisons with previously known entities, and the perceived similarity influences the choice of nomenclature for the novel subject. Employing an existing name for a new meaning, based on perceived similarity, not only serves the purpose of nomination but also wields expressive influence on the listener. This linguistic maneuver is akin to a metaphor.

Despite the substantial role of metaphor in the process of naming, it has traditionally garnered attention from literary scholars primarily as an artistic tool. However, artistic expression relies on linguistic means, and the principles governing artistic language are rooted in linguistic laws. Consequently, the study of metaphor extends beyond literary criticism to encompass linguistics.

The exploration of metaphor has a longstanding history, dating back to Aristotle, and has been scrutinized by scholars in rhetoric, psychology, philosophy, stylistics, literary criticism, translation studies, and even cybernetics. Nevertheless, the linguistic dimension of the issue has not received



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exhaustive examination. Given that any artistic means finds materialization through linguistic tools, a linguistic perspective is imperative for a comprehensive understanding of metaphor.

Metaphor exists within the framework of two contradictory aspects—language and speech. Language represents a system of shared and pre-established patterns for members of a specific society, constituting a socially constrained phenomenon. On the other hand, speech is a personal, tangible phenomenon wherein language manifests itself diversely. Any linguistic phenomenon encompasses both linguistic and speech aspects, with the latter being more observable and direct. The historical tradition in linguistics has predominantly focused on studying the first aspect of linguistic phenomena. However, in the examination of metaphor, the importance of investigating its second aspect—the linguistic foundation—has long been recognized. It is crucial to recognize that every phenomenon, whether objective or subjective, possesses an observable facet while remaining concealed from direct view. Over the years, many definitions of metaphor have been given, and all those involved in this field will remember Aristotle's definition.

Aristotle made the following observations on the subject of metaphor:

"A metaphor is a word used metaphorically that is not related to a thing, transferred from genus to species, or from species to genus, or from species to species."

1. An example of words translated from genus to species is the sentence "Here is my ship." In this case, the word "standing" generally means "at anchor."
2. Words translated from species to genus can be seen in the sentence "Odysseus accomplished a thousand spiritual feats..." where the word "thousands" means "many" in this context, as "thousands" is a specific case of "many."
3. Words translated from species to species are exemplified in phrases like "Free the soul with copper" and "Cut a particle of water with tireless copper." In the first case, the word "free" means "cut," and in the second case, the word "cut" means "free."

Aristotle emphasizes that the fourth word is related to the third as the second word is to the first. Therefore, a poet may use the fourth word instead of the second, or vice versa. Sometimes an additional word related to the replaced word is added, creating expressions like "shield of Dionysus" for a cup and "cup of Ares" for a shield.

Aristotle defines metaphor as the transfer of someone else's name from genus to species, species to genus, or species to species, or by analogy. He categorizes common words, excluding rare words, as metaphors, expressions, or other "strange" words. The "strange" name doesn't actually exist but results from a normal name.

Despite its achievements and shortcomings, Aristotle's definition holds a significant place in the history of linguistics. The existence of analogy based on metaphor is acknowledged in the field, but opinions vary on the role of comparison in metaphor.

Some view metaphor as an abbreviated simile, as A. Potebnya suggests, where the use of words like "like" creates a metaphor. Others, like J. Kasyan, propose that metaphors develop from comparisons, leading to different conclusions.

The relationship between metaphor and simile is debated in two ways:



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1. Metaphor is a shortened comparison, differing only in external design.
2. Metaphor and comparison differ in internal content formation.

Various definitions of metaphor often incorporate additional elements. For instance, E. Cassirer describes a metaphor as the transfer of one imagination's name to another field, suggesting analogies or corresponding attributes.

The incorporation of psycholinguistic methods in teaching the metaphorical aspects of Shavkat Rahman's poetry proves to be beneficial for students. Several recommendations will be provided to ensure a deep and effective assimilation of Rahman's poems, utilizing interactive methods known for their convenience and engagement.

One such effective interactive method is the "Charxpalak" method. The "Charxpalak" method involves summarizing the topic on the surface of the information without meticulous mastering. To apply this method effectively, the following steps can be taken:

1. Divide the assembly hall into small groups.
2. Provide each group with specific questions related to the topic.
3. Allocate paper to each group, allowing 4-5 minutes for participants to think and write their answers.
4. Mark the time, and the teacher can then move from microgroup to microgroup, providing hints and guidance.
5. Each group adds an additional answer to a question previously answered by another group.
6. Each group member explains the answers they wrote.
7. Groups provide additional comments on the answers to other questions.
8. The teacher evaluates the answers written by micro-group members.

The advantage of this method lies in the pre-prepared content within the group, where each group tackles questions related to the subject matter. This allows for a thorough understanding of the discarded subject, fostering independent thinking, identifying achievements, and recognizing shortcomings. Importantly, students engage in thought discussions, promoting mutual evaluation, and developing skills. This method encourages students not only to independently seek solutions but also to share their opinions, thus absorbing knowledge collaboratively.

In conclusion, these interactive and cooperative education methods harmonize with each other, fostering independent thinking while promoting collaborative knowledge absorption and skill development.

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