

FUNCTIONAL-TECHNOLOGICAL SPECIFICITY OF METAPHORS IN PROCESS OF TEACHING FOREIGN LANGUAGES

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The relevance of the study due to the fact that the process of conceptualizing of reality, mechanisms of formation of a conceptual picture of the world and the individual concepts in the cognitive consciousness of native speakers and their metaphorical representation in various types of discourse is one of the major areas of consideration in modern cognitive linguistics. The purpose of the article is to identify the characteristic of functional and typological features of the regular reconsideration of tokens metaphorical semantic field of building vocabulary in English and Russian and to teach them on the lessons. The leading approach in the study of this problem is a semantic-cognitive semantics of language reveals the relationship with people's conceptsphere, enabling metaphorical models of analysis of their functional properties. The article presents a comparative study of the laws of metaphorical representation of objective reality; identified both general and specific features of the differential cognitive consciousness carriers of different languages and lacunarity metaphorical representation of concepts, convincingly demonstrated that metaphorically reinterpreted token semantic field of building vocabulary can be used cognitive awareness of a native speaker for the nomination of their diverse characteristics and concepts existing conceptsphere; it proved that the functional-typological diversity of metaphorical transfer study in the languages of different language show the great potential of building vocabulary in the formation of an extensive fragment of the conceptual picture of the world media in English and Russian languages; on empirical material orthodoxy proved the existence of generalized postulates - hypothesis of cognitive theory of conceptual metaphor. The relevance of this research lies in the functioning metaphorically reinterpreted lexemes in the categorization, representation and organizing conceptual picture of the world in English and Russian languages and their usage in teaching process. The focus of cognitive science was the study of the processes of perception, categorization, classification and understanding of the world. And the representation and storage of knowledge. Materials of article represent practical value in the writing of textbooks in lecture courses on comparative, cognitive semantics, discourse analysis, in special courses on the theory of metaphor.

Keywords: conceptual environment, metaphorical models, functional properties, regular metaphorical transfers, frequency, dominance, productivity.

INTRODUCTION

At the present stage of the linguistic research it is impossible the examination of metaphor in from point of view of the dominant approach. Metaphor exists in the language as a semantic phenomenon and at the same time is considered as a tool of

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knowledge, understanding, categorization, representation and interpretation of reality, in this regard, they considered us a position as a semantic-cognitive semantic-cognitive phenomenon.

Representatives of semantic-cognitive approach to the main provisions of which we rely in this article, they note that one of the tenets of this approach is that human thinking non-verbally; it is carried out by means of concepts. As Z.D. Popova and I.A. Sternin (2006) noted, the main position of semantic-cognitive methodology lies in the fact that through the study of linguistic signs of semantics can be described as an ordered set of concepts in the cognitive consciousness of native speakers. Thus, the lexical semantics of the language is seen as a means of modeling concepts and holistic conceptosphere (Popova & Sternin, 2006).

From the standpoint of semantic-cognitive areas in the analysis functional-technological specificity of metaphorical representation of national conceptosphere reflected their peripheral part, structured associative associative-shaped representations based on a methodological shift (Ricoeur, 1980).

E. McCormack (1990) in the "Cognitive theory of metaphor" provides a definition of metaphor as a cognitive process. M. Black (1993) is considering metaphor as the interaction of two conceptual systems: the literal and the metaphorical subject based subsidiary subject.

The problem of the typology of conceptual methods and their usage in teaching process is not enough developed at this stage of semantic-cognitive research. In connection with this conceptual classification methods on cognitive function is the most acceptable and is considered by us as a theoretically position on which we will build in the identification of functional features of philological metaphorical transfers, underscoring the urgency of the task (Turbayne, 1996).

The development of the theory of conceptual methodology, and its comparative study require the involvement of a practical material that determines the relevance of the study, which is due to the need for a comparative study on the metaphorical token reinterpreted the semantic field of building vocabulary from the perspective of the functionality of the semantic and cognitive areas. Research and comparative analysis of language representation conceptosphere of different system typologically and genetically unrelated languages is one of the problems that are actively being developed at the present stage of development of cognitive semantics.

RESEARCH METHODOLOGY

In this work, we rely on the provisions of semantic-cognitive approach. We define the concept as "representing the result of cognitive (cognitive) activity of the individual and society, and carrying a comprehensive encyclopaedic information reflecting object or phenomenon, on the interpretation of the data information of public consciousness discrete mental education, which is the base unit thinking human code, which has a relatively-ordered internal structure and social

consciousness attributed to this phenomenon and the subject” (Popova & Sternin, 2006).

Field of knowledge consisting of concepts like her unit is defined as the conceptual sphere.

The conceptual metaphor G. Lakoff (1993), defines as follows: “The conceptual sphere (A) is a conceptual sphere (B), which is called the conceptual metaphor”.

The vocabulary of the semantic field of building vocabulary is considered by us as a linguistic objectification of conceptsphere “Construction of buildings” which serves as a cognitive domain using regular conceptual metaphorical transfers. Comparative analysis revealed similarities, differences and lacunarity of metaphorical representation of some concepts.

The main methods used in the work, is a method of analyzing dictionary definitions, component analysis method, conceptual analysis method, contextologic analysis method, quantitative methods, the metaphorical modelling method, descriptive method.

The material of the study were 114 English lexemes and 107 Russian lexemes selected by continuous sampling of the print and electronic monolingual and bilingual explanatory, idiomatic, ethnological dictionaries.

Metaphorical knowledge considered in the context of their operation (over 2000 context) obtained as a result of artistic, journalistic and scientific literature.

Analysis of the functional properties of the selected contact methodological modules after A.I. Gudinov (2003) was conducted to identify the following parameters: frequency, hierarchical arrangement, productivity, dominance, crossing.

RESULTS

The main results of this study are: 1) the structure-forming components of motivational-valuable orientation of teachers; 2) experimental verification of the effectiveness of formation of motivation and valuable orientation of teachers to inculcate in students the ability to tolerant behavior.

Structure-forming components of metaphors in process of teaching foreign languages

At the present stage of research in the field of cognitive theory of conceptual metaphor attempts generalizations (Baranov & Dobrovolskiy, 1997; Budaev, 2007; Jakel, 2002). In order to prove the validity of the material of construction vocabulary generalized postulates put forward, reflecting the basic principles of modern cognitive theory.

We resort to the opinion of some researchers that the metaphorical translations and languages covering monumental and perfect nature and are carried out in strict order in certain directions from one sphere to another (Sklyarevskaya, 1993; Lukyanova, 1986; Vershinina, 2002) confirmed the concept of regular/irregular metaphorical migration developed by G.N. Sklyarevskaya (1993).

To determine the functional-typological processes formation of metaphors of building vocabulary we allocated four basic conceptual sphere, the essence of which in the cognitive consciousness of native speakers of English and Russian languages are structured and restructured by metaphorically rethought vocabulary building identified:

- Conceptual sphere of “Man”
- Conceptual sphere of “Natural World”
- Conceptual sphere of “Physical world”
- Conceptual sphere of “Abstract category”

The relationship between conceptual metaphors forming the structure of the metaphorical model based on hyper-giponimic or partitive relations (Lakoff, 1986).

Those conceptual areas that are the most frequent and productive cognitive purpose metaphorical transfer involving the building of vocabulary have been identified. Anthropocentric construction of conceptual metaphor (91, 81% of all construction conceptual metaphors) covers many aspects of human life: physiological and biological features, speech-intellectual activities, psycho-emotional state, personality and social characteristics. Building conceptual metaphor carries nominative function, supplying the primary names of body parts and organs.

Conceptosphere of “Physical world” rarely acts as a cognitive domain objectives metaphorical transfer involving lexical units of the semantic field of building vocabulary for teaching process.

Quantitative and semantic comparative analysis of the research material gives reason to believe that the most frequent cognitive domain objectives metaphorical translations involving construction of vocabulary is a generalized conceptual sphere “Man” in both languages under consideration. This cognitive domain is the most numerous and the least homogenous, so most hierarchically branched, as represented five basic conceptual sphere captures the essence of being human: “Man as biological and physiological being”, “speech-intellectual activity”, “psycho-emotional sphere”, “Society” and “Man as a social being”, each of which is represented by the generalized metaphorical model. (Kubryakova, 1994) Number of metaphorical models that represent this concept sphere indicates its maximum efficiency, dominance and frequency of use in these languages. The hierarchical arrangement of the first conceptual sphere of “Man” in the English and Russian languages represented in the following scheme:

The second generalized conceptual sphere of “Natural world” is less numerous and more homogeneous, as similar to the naive view of the world re-presented two basic conceptospheres reflecting the views of the human about surrounding nature - the earth’s surface, natural phenomena, flora and fauna, “The world of alive nature” and “The world of dead nature”. The hierarchical device of the conceptual sphere of “Natural world” in English and Russian languages is represented in the following scheme:

TABLE 1: THE HIERARCHICAL ARRANGEMENT OF THE CONCEPTUAL SPHERE “MAN” IN ENGLISH AND RUSSIAN

MAN				
Conceptual sphere				
Man as a biological-physiological entity	Speech-intellectual activity	Psycho-emotional sphere	Society	Man as a social being
Metaphorical models				
Man is a building	Speech-intellectual activity is the construction activity	Psycho-emotional sphere is building	Society is building	Personality is a building Relations-thisbuilding

TABLE 2: HIERARCHICAL DEVICE CONCEPTUAL SPHERE OF “NATURAL WORLD” IN ENGLISH AND RUSSIAN

Natural world	
Conceptual spheres	
The world of alive nature	The world of dead nature
Metaphorical models	
Objects of alivenature is building	The objects of dead nature is a building

The third generalized conceptual sphere of “Physical world” is the smallest and the most homogeneous, because it includes building metaphor, which conceptualizes artefacts, i.e. objects and objects created by human labour. This conceptsphere in our research is presented in English and Russian by the isolated examples, which, in our opinion, don’t need to be generalized classification because their small number does not suggest consistency and regularity of the direction of the cognitive metaphorical transfer. The fourth conceptual sphere “Abstract category” released in our research is a summary of the ways metaphorical submission of categories of time, the shape, size and evaluation in English and Russian languages by building vocabulary. The existence and functioning of the metaphors that represent the above categories, and is largely due to the existence of metaphorical models and basic cognitive shifts identified in the previous generalized conceptual spheres, indicating that crossing of isolated metaphorical models. Generalized this conceptual sphere can be represented as follows:

TABLE 3: CONCEPTUAL SPHERE OF “PHYSICAL WORLD”

Abstract category			
Category of TIME	Category of FORM	Category of Size	Category of MARK

Considered metaphorical model and forming their conceptual metaphors are highly crossing. The crossing of metaphorical models characteristic of the

conceptual sphere of “Man”, as it is presented conceptual sphere, constitutes the essence and the various interrelated aspects of human existence. In addition to high internal crossing of metaphorical models of conceptual sphere “Man”, these models are the basis for the existence of conceptual metaphors that represent abstract categories of time we have discussed, the shape, size, assessment.

The result of the comparative research of fragment conceptual picture of the world in English and Russian languages, metaphorically represent rethought lexical units of the semantic field “Construction of buildings” can be presented in the following table, which reflects the proportion of the frequency of use, represented as a percentage. It should be noted that 100% we take the total number of analyzed contexts, the use of tokens metaphorically reinterpreted the semantic field of building vocabulary selected by continuous sampling of the print and electronic monolingual and bilingual explanatory, idiomatic, etymological dictionaries, artistic, journalistic (over 2000 context), non-fiction literature.

TABLE 4: THE FREQUENCY OF USE OF METAPHORICAL MODELS
METAPHORICAL MODEL

<i>№</i>	<i>Metaphorical model</i>	<i>Percent</i>
1.	Man is building	17.95
2.	Speech-intellectual activity is building activity	18.2
3.	Psycho-emotional sphere is building	4.3
4.	Society is building	15.9
5.	Personality is building	4.6
6.	Life is building	27.6
7.	Relationship is building	3.26
8.	The objects of alive nature is building	1.48
9.	The objects of dead nature is building	6.71

As the data in the table above, quantitative frequency of use of metaphorical models are unevenly distributed. Among the models dominant model life is building, which includes 27,6% of the total number of building conceptual metaphors, the second place with an almost equal percentage of share metaphorical model speech-intellectual activity is building activity - 18.2%, and man is building - 17.95%, closes the top three models society is building - 15.9%. Thus, high-metaphorical model in the conceptual picture of native English and Russian languages is a model of life - this building. Metaphorical models speech-intellectual activity is building activity, man is building and society is building, in our view, rightly classified as a mid-range, since the difference frequency of their use, expressed as a percentage of only 2.3%.

The rest of the metaphorical models we refer to the category of low-frequency, because they have less: 6% of the total amount allocated to us all conceptual metaphors.

We note that in the above table does not reflect the frequency of the use of indicators conceptospheres of physical world and abstract category, because we have not allocated regular Metaphorical models represented these areas.

Consider the percentages frequency of use of metaphorical models in each of the languages in question.

TABLE 5: THE FREQUENCY OF USE OF METAPHORICAL MODELS IN ENGLISH AND RUSSIAN AND THEIR USAGE ON THE LESSONS

<i>Number</i>	<i>Metaphorical model</i>	<i>Percent</i>	
		<i>English</i>	<i>Russian</i>
1.	Man is building	68	32
2.	Speech-intellectual activity is building activity	65	34
3.	Psycho-emotional sphere is building	86	14
4.	Society is building	57	43
5.	Personality is building	77	23
6.	Life is building	80	20
7.	Relationship is building	59	41
8.	The objects of alive nature is building	80	20
9.	The objects of dead nature is building	60	40

Experimental verification of the effectiveness of metaphors in process of teaching foreign languages

As the data in the table, percentages frequencies of use of metaphorical models in each of the languages in question are distributed unevenly. In general, there is a predominance of metaphorical contexts use tokens semantic field of building vocabulary in English expressed as a percentage of the difference is from 14% to 72%.

The above summary conceptosphere and metaphorical models, as well as the percentage of the frequency of their use, allow us to determine the main directions of the metaphorical transfer involving token semantic field of building vocabulary. Referring to the concept of regular metaphorical transfer, developed by G.N. Sklyarevskaya (1993). We have been allocated five types of regular metaphorical transfers.

The first type is the regular metaphorical transfer - is the subject of abstraction, since most of the tokens of the semantic field of building vocabulary used to metaphorical representation conceptosphere abstract categories and concepts of human life, which is reflected, for example, in such metaphorical models as man is building, society is building, life is building, relations is building.

The second type of regular metaphorical transfer - an activity – “activities that are summarized conceptosphere “speech-intellectual operations” and “man as a social being” such metaphorical models and conceptual metaphors like speech-intellectual activity is this building activity, literary activity is building activity, man’s activity - this building activity, study is building activity.

The third type of regular metaphorical transfer is subject of human. In our research, this type of metaphorical transfer is realized in the framework of the generalized conceptsphere “Man as biological and physiological being” based on a metaphorical model of man is building.

The fourth type is the regular transfer of metaphorical is subject of the natural world, which is implemented on the material of the generalized conceptsphere “natural world” on the basis of metaphorical models of alive nature is building, dead nature is building.

The fifth type of regular metaphorical transfer is subject' !psychic world, which is implemented on the material of the generalized conceptsphere “psycho-emotional sphere” based on a metaphorical model psycho-emotional sphere is building.

In addition to these regular types of metaphorical transfers, we were discovered two irregular type of metaphorical transfer: subject ' ! subject, man ' ! man. We have not revealed the generalized conceptspheres and metaphorical models in these areas. These areas are represented by single metaphorical expressions which indicate irregularities metaphorical shifts in these areas.

The wide range of the represented concepts and generalized conceptspheres evidence of functional and typological diversity metaphor processes. As the semantic and quantitative analysis, the greatest amount is ontological metaphors (67.8%), since the majority of the represented concepts belong to the sphere of abstract concepts: mind, language, emotions, feelings, morality, politics, economics, achievements, opportunities, career prospects etc. Structural conceptual metaphors make up 28.6% of the total number of cases examined metaphorical transfers, in particular structuring of different kinds of human activity, by analogy with the construction activities. The lowest number of submitted orientational metaphors (3,6%) in which one of the empirical bases of human orientation is his house or building as an integral component of the considered semantic field.

The results of the comparative analysis of the application of conceptual spheres metaphorically rethought building vocabulary reflect the basic principles of modern cognitive theory of metaphor, generalized and formulated by O. Jakel (2002).

Isolation of conceptual metaphors and their union in a metaphorical model suggests a systematic metaphorical translations involving construction of vocabulary in English and Russian languages, which confirms the hypothesis of regions and hypothesis models. A large number of the considered building conceptual metaphors in these languages function as unconscious cognitive structures, which are caused by human metaphorical thinking. Extended German researcher unidirectional hypothesis of cognitive metaphorical transfers, in our opinion, can be questioned. Empirical research material proves that act as abstract complex area as the area of application of cognitive conceptual construction metaphors in English and Russian: psycho-emotional sphere and speech-intellectual activities, social structure and human activity, and visual, is not difficult to understand the region: biologo-

physiological features of human, natural and physical world. We tend to agree with the view expressed by A.N. Baranov (2004) that in this case it was more about restructuring field goals than its structuring.

Structuring of cognitive field goal by analogy with the construction of the building process, the result of construction with allocation and conservation in the final field of application of conceptual metaphor of the individual components and elements of the original proof of concept sphere is put forward by the German researcher invariance hypothesis. An example that confirms this theoretical postulate, may be the existence of hyper-giponimic conceptual metaphors speech-intellectual activity is building activity, result of speech-intellectual activity is building; literary activities is building activity, literary work is building.

The basic fact that confirms the validity of the nomination of the need of the hypothesis, we may assume operation of the construction of the conceptual metaphors in order to nomination abstract concepts within the allocated our abstract categories of time, the shape, size and evaluation, as well as abstract areas from the sphere of human activity: speech-intellectual activity, psycho-emotional sphere, social characteristics, scientific terminology.

The ability of a conceptual building metaphor to relate different semantic areas combine semantically diverse lexemes isolating one of the properties that will be used as the basis of metaphorical categorization object objective metaphorical transfer as an object field of metaphorical transfer source, a testament to its creativity and confirms proper hypothesis of creativity, to put forward a German researcher.

This study clearly demonstrates that considered lexemes are regularly exposed to metaphorical reinterpretation can be used cognitive consciousness of native speakers for the category and characteristics of diverse existing concepts conceptsphere, offering his vision but the basis of one of the features of being isolated. As part of the consideration conceptsphere identical concepts can be through a variety of lexemes represent the semantic field of building vocabulary, each of which focuses on one of the features of being isolated. These data confirm launched by O. Jakel (2002) focusing hypothesis.

RESULTS

Functional-typological diversity considered metaphorical transfers involving token semantic field of building vocabulary demonstrates the great potential of building vocabulary in the formation of an extensive fragment of the conceptual picture of the world in English and Russian languages and that is very important during teaching process. It identified the most frequent and productive conceptual spheres, which are cognitive purpose of metaphorical transfer of building vocabulary;

- generalized conceptsphere “Man” in both languages is an most frequency cognitive area of objectives metaphorical transfers of building vocabulary (91.18% of the building conceptual metaphors);

- generalized conceptual spheres “Natural World”, “Physical World”, “Abstract categories” are minorities and more homogeneous;
- a certain proportion of the frequency of uses metaphorically reinterpreted lexical units of semantic fields “building of buildings” in English and Russian languages;
- determined high and low frequency metaphorical models, expressed at percentage ratio differences are from 14% to 72%;
- emphasis five bases irregular metaphoric transfers involving lexemes of semantic field of building vocabulary, indicating their systematic;
- the great potential of building vocabulary in shaping the conceptual picture of the world in English and Russian languages is supported functionally typological variety of metaphorical transfers;
- the main function of conceptual metaphor is a nominal and cognitive;
- identify common and differential functional – typological features of building vocabulary in Russian and English languages and it’s usage during the lessons.

DISCUSSIONS

In modern linguistic researches of semantic-cognitive approach to the study of language phenomena, and in particular the functional and typological specificity of formation of metaphors, developed in the framework of cognitive science paradigm, which has become one of the most rapidly developing areas of modern linguistics of XX-XXI centuries.

Formation of modern cognitive linguistics research associate with American scientists John Lakoff (1995), I. Johnson (1986), A. Wierzbicka, (1999), R.W. Langacker, (2002), E. Rosch, (1978), J. Trier, (1973).

Spreading further cognitive linguistics won in Russian linguistics: A.N. Baranov & D.A. Dobrovolskiy (1997), N.N. Boldyrev (2001) I.V. Konov (1998), Z.D. Popova & I.A. Sternin (2006), I.A. Sternin (2005), A.A. Shakirova & R.A. Valeeva (2016), A.R. Masalimova, G.V. Porchesku & T.L. Liakhnovitch (2016), A.P. Chudinov (2003), A.R. Masalimova & V.L. Benin (2016), R.A. Valeeva, V.F. Aitov & A.A. Bulatbayeva (2016), J. Birova (2014), J. Birova (2013), E.O. Shishova, M.M. Solobutina & A.K. Mynbaeva (2016), O.V. Borisova et al. (2016), T.A. Baklashova, E.M. Galishnikova & L.V. Khafizova (2016).

In this research, on the basis of semantic-cognitive approach we take into account that it is shaped cognitive symptoms formed metaphorical conceptualization of the corresponding object or phenomenon, the so-called conceptual metaphor and it’s usage on the lessons of foreign languages, which are the subjects of our study (Pimenova, 2004).

The novelty of this work lies in the fact that by using a variety of methods to identify common and differential features of the functioning of the building vocabulary in English and Russian languages, as well as its role in the categorization and systematization of reality reveals metaphorical models and conceptual metaphors formed group studied vocabulary (Musolff, 2000). These aspects were not touched upon before. The present study of metaphor based on a combination of semantic and cognitive aspects.

CONCLUSION AND RECOMMENDATIONS

Metaphorical contexts of functioning of the group of vocabulary reflect the similarities, differences and lacunarity of metaphorical number of concepts in the conceptual picture of the world in English and Russian languages, due to common physical and mental organization, possible interpenetration and linguistic influence caused by external contacts, as well as national-specific features of cognitive consciousness storage media languages. Metaphorical reinterpreted token semantic field of building English vocabulary indicate a positive pragmatic and constructive nature of the cognitive awareness of English speakers. Cognitive mind carrier of the Russian language is characterized by less pragmatic and more emotional.

In the research and reconstruction of a fragment of a conceptual picture of the world media in English and Russian languages, represent a metaphorical rethought building vocabulary, it was found that the construction forms a conceptual metaphor representation of objects anthroposphere, alive and dead natures, the physical world of abstract categories considered in both languages which are frequently used on the lessons.

The results of the comparative analysis of the system show that the vast majority of metaphorical models (91.81%) is structured anthroposphere performing cognitive and nominative function. This conceptual sphere is characterized by the highest crossing of metaphorical models. Quantitative indicators of incidence in four conceptsphere unevenly distributed. The main functions of conceptual metaphor construction: nominative and cognitive, are the formation of the representation of objects of an ideal world: speech-intellectual activity, psycho-emotional sphere, the social characteristics of scientific terminology.

Generalized conceptsphere cognitive metaphorical transfer indicate a predominance of ontological and structural conceptual metaphors of orientational.

Analysis of the functioning of metaphorical context of the study group showed a low vocabulary assessment capacity, mainly neutral building vocabulary.

Analysis of language material of researching showed that the metaphorical construction transfers involving vocabulary are carried out in certain directions from one semantic sphere to another, subject to rigid laws. Appeal to the concept of regular metaphorical transfer has allowed us to identify five types of regular

metaphorical shifts and two types of irregular metaphorical transfers, which correspond with the basic provisions of the theory of conceptual metaphor.

Thus, the results of the comparative analysis of the conceptual and functional areas of the application metaphorically rethought building vocabulary reflect the main points of cognitive theory of conceptual metaphor.

Methods of study of metaphorical transfers, based on semantic-cognitive approach can be investigated by scientists-linguists at the material of conceptospheres and representing their semantic fields, which allows getting a more complete picture of the conceptual system of cognitive consciousness of representatives of different nations, communities and the difference in their perception of the world and usage in teaching process.

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