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THE PROBLEM OF METAPHOR IN COGNITIVE LINGUISTICS

This article is devoted to the problem of the study of metaphor in Cognitive Linguistics, the conceptual theory of metaphor. The article deals with the works of such research scientists as Earl McCormack, G.Lakoff and M.Johnson, as well as Raymond W.Gibbs Jr., Dedra Gentner, Brian Bowdle, Lynn Cameron, Gilles Fauconier, Michael J. Reddy, David Pantner and others. Definitions are given for two types of metaphors: orientational and ontological metaphors. The article also discusses such aspects as conceptual mapping or conceptual matching, there are three types of this mapping. The article also touches upon the levels of the metaphorical, cognitive process. The conceptual theory of metaphor is well represented in the books by G.Lakoff and M.Johnson «Metaphors we live by». The article also provides examples of conceptual metaphors. The main function of metaphor is its cognitive aspect, the function of obtaining new knowledge. Metaphor in the aspect of cognitive linguistics is considered through the prism of the conceptual theory of metaphor. Metaphorical thinking is inherent not only to modern man, but from time immemorial, metaphor has been skillfully used in the everyday habitual way of life of a person. Conceptual metaphor in the aspect of cognitive linguistics is one of the main cognitive operations, a way of thinking, understanding, cognition, perception and interpretation of the environment around us. This is the transition of experience, information, knowledge about one semantic area to another semantic area.

Key words: metaphor, cognitive linguistics, cognitive metaphor, cognitive thought process.

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Когнитивті лингвистикадағы метафора мәселесі

Бұл мақала когнитивті лингвистикадағы метафораны зерттеу мәселесіне, метафораның концептуалды теориясына арналған. Мақалада Эрл Маккормак, Дж.Лакофф пен М.Джонсон, сондай-ақ Раймонд У.Гиббс, Дедре Гентнер, Брайан Боудл, Линн Кэмерон, Жиль Фоконье, Майкл Рэдди, Дэвид Пантнер және басқалардың зерттеу еңбектеріне шолу жасалған. Метафоралардың екі түрінің анықтамалары келтірілген: бағдарлау және онтологиялық метафоралар. Сонымен қатар, тұжырымдамалық және когнитивтік сәйкестік сияқты аспектілер қарастырылады, когнитивтік сәйкестіктің үш түрі ажыратылады. Мақалада метафоралық, танымдық процестің деңгейлері де қарастырылған. Метафораның концептуалды теориясы Дж.Лакофф пен М.Джонсонның «Біз өмір сүретін метафоралар» кітаптарында жақсы көрсетілген. Мақалада концептуалды метафоралардың мысалдары да келтірілген. Метафораның негізгі қызметі – оның танымдық жағы, жаңа білім алу қызметі де мақалада сөз етіледі. Когнитивті лингвистика аспектісіндегі метафора метафораның концептуалды теориясының призмасы арқылы қарастырылады. Метафоралық ойлау қазіргі адамға ғана емес, ғасырлар бойы метафора адамның күнделікті өмір салтында шебер қолданылған. Когнитивті лингвистика аспектісіндегі концептуалды метафора – бұл негізгі танымдық операциялардың бірі, ойлау, түсіну, тану, қабылдау және қоршаған ортаны түсіндіру тәсілі. Бұл тәжірибенің, ақпараттың, бір семантикалық сала туралы білімнің басқа семантикалық салаға ауысуы.

Түйін сөздер: метафора, когнитивті лингвистика, когнитивті метафора, танымдық ойлау процесі.

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Проблема метафоры в когнитивной лингвистике

Данная статья посвящена проблеме исследования метафоры в когнитивной лингвистике, концептуальной теории метафоры. В статье рассматриваются труды таких ученых-исследователей, как Эрл Маккормак, Дж. Лакофф и М. Джонсон, а также Рэймонд У. Гиббс младший, Дедре Гентнер, Брайан Боудл, Линн Камерон, Жиль Фоконье, Майкл Рэдди, Дэвид Пантнер и другие. Приводятся определения двум видам метафор: ориентационным и онтологическим метафорам. В статье также рассматриваются такие аспекты, как концептуальное отображение или концептуальное совпадение, различают три вида этого отображения. В статье также затрагиваются уровни метафорического, когнитивного процесса. Концептуальная теория метафоры хорошо представлена в книге Дж. Лакоффа и М. Джонсона «Метафоры, которыми мы живем». В статье также приведены примеры концептуальных метафор. Основной функцией метафоры является ее познавательный аспект, функция получения новых знаний. Метафора в аспекте когнитивной лингвистики рассматривается через призму концептуальной теории метафоры. Метафорическое мышление присуще не только современному человеку, но испокон веков метафора умело использовалась в повседневном привычном укладе жизни человека. Концептуальная метафора в аспекте когнитивной лингвистики является одной из основных когнитивных операций, способа мышления, понимания, познания, восприятия и толкования окружающей нас среды. Это есть переход опыта, информации, знаний из одной смысловой области в другую смысловую область.

Ключевые слова: метафора, когнитивная лингвистика, когнитивная метафора, когнитивный процесс мышления.

Introduction

It is well-known that Linguistics and Literary Studies belong to a wide range of Philological Sciences. In the field of Linguistics and Literary Studies, metaphor has been studied in sufficient detail for a long time. According to the definition given in the introductory work to Linguistics, “the transfer of the meaning of a word is called a metaphor” (Akhanov, 1965:158). A distinguished professor in the field of Psycholinguistics and Cognitive Science from the University of California Raymond W. Gibbs Jr in his book named “Metaphor and Thought: the state of the Art” (2008) presented the following definition to the metaphor: Metaphor – this is not just a decorative and beautiful element of the language, but its main, fundamental scheme, with the help of which people have the ability to conceptualize the world, their perception (Gibbs, 2008:3). An American cognitive and developmental psychologist De-dre Gentner from the Northwestern University and a professor in the Cognitive Psychology Brian Bow-dle from the Grand Valley State University consider that metaphor is prevalent and penetrating, universal and ubiquitous in language and in mind, in thought and in literature in everyday life. It is rich and colorful (Gentner, 2008 :109).

Many definitions of the phenomenon of metaphor have been given since Aristotle and continue

to appear to this day. Metaphor is considered both in literature and in language. A professor Lynne Cameron of Applied Linguistics from the Open University in the United Kingdom thinks that metaphor is a shifting, dynamic phenomenon which spreads, connects, and disconnects with other thoughts and other speakers, starts and restarts, flows through talk developing, extending, changing (Cameron, 2008:197). Obviously, the metaphor is diverse, universal, omnipresent. It is in science, language, literature, in our daily everyday life. We so often skillfully, unconsciously use the metaphor that we do not perceive it as something incomprehensible, on the contrary, it has so gracefully entered into all aspects of life, into many areas of activity, into different types of sciences.

The metaphor, which has become the object of research in various fields of science, still attracts the attention of scientists. The main directions in Literary Studies are: the History of Literature, Literary Criticism. Additional disciplines in Literature Studies: Textual Science, Bibliography, Paleography, Hermeneutics, Translation Studies, Psychology of Creativity. Each of them also mentions the problem of metaphor. In the areas of Linguistics, metaphor has also been an object of study. The main directions of the science of Linguistics at present are: Cognitive Linguistics, Communicative Linguistics, Linguopragmatics, Linguoculturology, Political

Linguistics, Ethnolinguistics, Computational Linguistics, Gender Linguistics, etc. Among them, we decided to focus on the approach of Cognitive Linguistics to metaphor.

Cognitive Linguistics is a branch of Linguistics that studies the role of language in cognition, the relationship of consciousness and the categorization of the world and conceptualization. The object of research in Cognitive Linguistics is language as a mechanism of consciousness. We considered metaphor from the point of view of Cognitive Linguistics, since the use of a metaphor in everyday speech, life or in a literary work of art, along with language, requires a complex thought process and the work of consciousness.

Literature review

The formation of Cognitive Linguistics is associated with the names of such scientists as G. Lakoff, Ronald Lenker, Leonard Talmy, G. Taylor. The research work of E. S. Kubryakova is called the foundation of Cognitive Linguistics in Russia. In addition, we can name R. Dirven, M. Johnson, R. Jackendoff, Ch. Fillmore, W. Chafe, J. Heyman, as well as the works of famous foreign scientists of the 80s of the 20th century. The period of formation of Cognitive Linguistics dates back to 1989, when during a scientific conference in Duisberg (Germany), organized by linguist R. Dirven, the creation of the Association of Cognitive Linguistics was announced. Thus, Cognitive Linguistics is recognized as a separate, independent area of Linguistics. At a conference of the same year, the publication of the journal "Cognitive Linguistics" was announced, which was based on this conference. Today the International Association for Cognitive Linguistics holds a conference every two years, to which experts in cognitive linguists are invited, gathered from four corners of the world (Grishchenko, 2012:167).

In addition to Cognitive Linguistics, there is the concept of Cognitive Metaphor Theory. The names of Earl McCormack, J. Lakoff and M. Johnson are usually mentioned as the scientists who formed this science. In the twentieth century, metaphor became a unifying phenomenon for linguistic science, the study of which marked the beginning of the development of cognitive science.

Cognitive Linguistics is a modern school of linguistic thought, which initially arose in the early 1970s due to dissatisfaction with formal approaches to the language. Cognitive linguistics is a relatively new school of linguistics and one of the most inno-

vative and exciting approaches to learning language and thinking that appeared in the framework of the modern field of interdisciplinary research, known as cognitive science (Evans, 1988:5).

Materials and Methods

An important topic in cognitive semantics is the idea of conceptual mapping. A French linguist, a scholar in Cognitive Linguistics Gilles Fauconier identified three types of display mappings: (1) projection mapping; (2) pragmatic function mappings; and (3) schema mappings.

The projection mapping shows a structure between one domain (source) in another (target). This type of mapping deals with conceptual metaphor. One more example is metaphor: Time is a movement. There are objects where the time is conceptualized in terms of movement. Let us see the examples,

- a. Summer has just zoomed by.
- b. The end of term is approaching.
- c. The time for a decision has come.

Pragmatic comparisons of functions are established between the two entities in the strength of the general structure of experience. Let us take metonymy, which depends on the association between the two entities, so that one entity can indicate the second object or notion. Schema mappings belong to the projection of the scheme for specific statements [Evans, 1988:5].

Within the framework of Cognitive Linguistics, there is a work by Earl McCormack "Cognitive Theory of Metaphor", which examines metaphor in detail as a way of thinking. In this work, the scholar describes the metaphor as a kind of cognitive process, including obtaining new knowledge about the environment. That is, with the internal structural analysis of the metaphor, we are convinced of all the cognitive processes within this trope, these cognitive processes allow us to obtain new information. The emergence of metaphor, according to Earl McCormack, is a comparison, a comparison of semantic concepts that are incomparable in human consciousness. On the one hand, a metaphor means a general similarity of its components, on the other – a difference between two phenomena, a difference, since the purpose of a metaphor is to create a different new meaning.

The scholar identifies three levels of interpretation, comprehension, based on ideal, imperfect constructions (structures) of the metaphorical, cognitive process:

- 1st level: Surface language
- 2nd level: Semantics and Syntax
- 3d level: Cognition

These hierarchical levels can also be considered as heuristic mechanisms that contribute to the understanding of metaphorically generating, cognitive processes. This thought process in the form of imperfect, perfect structures, expressed on three levels, is used both when creating a metaphor and in a general process called the “cognition process”. Internally, structurally, metaphors serve as cognitive processes through which we deepen and improve our vision of the world, generate new hypotheses. Structurally, metaphors serve as a link between human consciousness and culture. New metaphors bring changes to the everyday language we strive for, and at the same time change the way we perceive and understand the world. Metaphors increase our language stock, as everyday speech is used in two languages. The influence of metaphor on our lives is enormous, metaphor plays a role in biological evolution. Metaphor is an integral part of evolution. Some scholars, such as Donald T. Campbell, have called the metaphor “evolutionary epistemology.” (McCormack, 1990:360).

As Cognitive Linguistic deals with mapping, so the same happens with metaphor. The metaphor might be known as a cognitive mechanism by which one empirical area partially “mapped”, that is, projected, to another empirical area, so the second object is partially understood in the terms of the first. The mapped object is called original or donor domain, and the domain on which the source is compared is called target or recipient domain. Both domains should belong to different higher domains. Primarily, the cognitive concept of metaphors introduced by George Lakoff, Mark Johnson and Mark Turner and other cognitive linguists who have studied this area over the last twenty-five years. As an example, we consider the metaphor Love is a journey (G.Lakoff and M.Johnson 1980). Journey (trip, travel) is done with the help of movement, so journey could be subdomain of movement. Admiration, adoration, anxiety, amusement, anger, fear, love are aspects of emotion. We contemplate love as emotion, so love is subdomain of emotion or feeling.

Look how far we go.

Their relationship is developing quickly and is rapidly gaining momentum

They need to slow down the pace (Barcelona, 2014:13).

Results and Discussion

Raising questions about the conceptual metaphor prompted researchers in the field of human thought processes to further work. Most importantly, it allowed us to come to the following conclusions: metaphor is thinking, understanding the world, which has become a kind of word. Linguists of the 70-80s A. Healy, R. Harris, A. Ortoni, R. Reynolds, I. Richards, K. Lewis and others dealt with this problem in this area.

The conceptual theory of metaphor is well shown in the works of G.Lakoff and M. Johnson “Metaphors we live by” . According to the research of G.Lakoff and M. Johnson, the main thesis of the cognitive theory of metaphor is as follows: the process of metaphorization is based on the processes of processing frames and scenarios – structures of knowledge. Knowledge manifested in the form of frameworks and scenarios reflects the generalized experience of human interaction with the environment, i.e. the world of objects and society. At the linguistic level, a special role is played by the experience of direct communication with the material world, expressed, among other things, in the form of ontological metaphors. There is one thought in the work of scientists: “the core of metaphorical systems that meet the formulated thesis “one-sidedness” forms metaphors.” In fact, this thesis confirms the main function of metaphor – cognitiveness, i.e. the function of obtaining new knowledge.

The source of the cognitive theory of metaphor is the totality, conclusion, node of a person’s practical life experience in the world. There is also no set of metaphors called “conceptual metaphors”. For example, the following metaphorical projections can be attributed to the conceptual metaphor of Jewish culture: “time is money”, “dispute is war”, “life is a journey”, etc. The metaphorization process is based on the procedures for processing the structure of knowledge, so metaphor is a cognitive phenomenon that affects human consciousness. The book of two authors, written on 256 pages, has many theses. Another thing is also important: “metaphors, by their nature, are a phenomenon that provides understanding, comprehension” (Lakoff, 2004:16), the authors say.

The cognitive function of metaphor refers to its impact, i.e. metaphor, on the decision-making process. According to modern concepts, the decision-making process includes the following main stages.

1. understanding, comprehension of the problem situation;

2. determination of ways to solve the problem situation;

3. assessment, analysis of ways out of the problem;

4. choosing one of these ways (decision-making itself).

In any case, a metaphor can influence any of the stages of decision-making, but it – when making decisions – greatly contributes to the formation of many paths, i.e. alternatives. The scholars, relying mainly on linguistic factors, put forward the following opinions: “typical, familiar conceptual systems, by their nature, are metaphorical.” The authors not only gave examples of conceptual metaphors, but also gave many examples under each conceptual metaphor to be clear. So, after the conceptual metaphor “Time is money” the following examples are presented to the reader’s attention. 1. You’re wasting my time 2. This gadget will save hours. 3. I do not have the time to give you. 4. How do you spend your time these days? 5. I’ve invested a lot of time in her. 6. You need to budget your time. 7. Thank you for your time. (Lakoff, 2004:16).

The following types of metaphors are indicated in the book:

1. orientation metaphors
2. ontological metaphors.

Since it is related to orientations in space, such types of metaphors are called orientation metaphors. These landmarks are as follows: “up-down”, “inside-outside”, “front – back”, “deep – shallow”, “center – far away”. Oriented metaphors give the concept orientation in space. For example, “Happy is up” – a happy person is in a high, elated mood. That is, the concept of happiness is directed upwards. “I am feeling up today” in English means “today I feel very happy”, where the orientation is “up” – up. The book examines the space-oriented metaphors of “down-up”, considered by William Nagy (1974). The metaphorical concept of “happiness is higher, sadness, longing, anxiety is lower” (Happy is up, sad is down). On this metaphorical concept is reflected in everyday life, in the spoken language: 1. That boosted my spirit. 2. You’re in high spirits. 3. He’s really low these days. 4. I’m feeling down. 5. Thinking about her always gives me a lift. [Lakoff, 2004:16]. Spatially-oriented metaphors of “up-down” are not only associated with happiness or happiness. The following antonymic chains also belong to this series. Life and death, health and illness, obedience to authority and authority, strength and weakness, a lot-a little, high social

status – low social status, good – bad, morality – immorality, rationality-emotionality etc. space-oriented metaphors are based on the practical and cultural experience of mankind.

The process of learning, education, teaching, schooling, tutoring processing notions, concepts can be expressed in metaphoric way. Concept Education is preparing mental meals or learning is pouring water into jug.

Michael J.Reddy (the author of *Conduit Metaphor*, 1979) claimed that metaphor is a core and major part of our usual, traditional way of accepting, conceptualizing the world. According to the scholar, our daily behavior, conduct shows our metaphorical comprehension of experience (Patterson, 2018 :12).

Metaphors have become so firmly embedded in our lives that we do not even notice that we think with metaphors, speak with metaphors, express our emotions, convey feelings. Although at the moment of speech, using metaphors in our everyday life, in our everyday speech, we do not think that right now we should use a metaphor for the beauty of speech and words. It happens automatically, spontaneously. Metaphorical thinking has been characteristic from time immemorial. Our ancestors used metaphors; we use metaphors in speech now.

Definitely, to think metaphorically, to say that both analytical thinking and critical thinking work for a person. To think in concrete images when the cognitive (cognitive) functions of the brain are involved, these are properties inherent in a metaphor. A professor of English David Punter in his book named *Metaphor* wrote that metaphor is an important aspect in which we can distinguish and comprehend inexplicable, astonishing, uncanny things, considered as the part which forms the metaphor is a crucial way in which we can apprehend the quality of the uncanny, considered as the process which establishes the adherence and attachment of the known and the unknown objects (Punter, 2007:87).

In order to say that something is similar to something, that one object has a similarity with another object, this process requires a whole complex of understanding, it is necessary that cognitive thinking processes are involved. It’s like looking at the subject anew in order to get to know it better.

Conclusion

Ontological metaphors are metaphors that, like substance, allow you to see an action, a situation, an emotion, ideas. we will give examples from

this work, “mind is a machine”, “mind is a fragile object”, “Inflation is an entity”, etc. “Mind is a fragile object”, we will give examples from this work.

1. The experience shattered him. 2. His mind snapped. 3. Her ego is very fragile. 4. She is easily crushed.

Ontological metaphors are so absorbed in our lives that they are perceived as a literal description of self-evident, clear thought processes. We don't think about their metaphorical nature. After all, for example, ontological metaphors such as “human consciousness is a very subtle object” are an integral part of the model of the inner world of a person inherent in our culture; most people act and think according to this model (Lakoff, 2004: 49).

A number of scientists have contributed to the formation of the theory of cognitive metaphor. We should mention the following work, for example, Paul Ricoeur “The Rule of Metaphor” (1977), Thomas S. Kuhn “Metaphor in Science” (1979), Richard Newell Boyd “Metaphor and Theory Change: What is Metaphor” (1980), Earl MacCormac “A Cognitive Theory of Metaphor” (1985). It is also important to note the following works of Russian scientists, such as N.D. Arutyunova “Metaphor and discourse” (1990), V.N. Telia “Metaphor in language and text” (1988), V.G. Gak “Metaphor: universal and specific” (1988) and others.

Ontological metaphors should be investigated more and deeper in order to get proper meaning. One should elaborate the abstract concept in ontological meaning (Puspasari, 2012:62). Initially, the conceptual theory of metaphor was considered as a cognitive theory that was devoid of contextual meaning. This means that conceptual metaphors are a set of comparisons, comparisons between a certain initial subject and an abstract final phenomenon. These comparisons are conceptual correspondences between two subjects, between the components of the source and the components of the goal. These correspondences, similarities are manifested in the

language with the help of linguistic expressions. This kind of systematic mapping means that they are, by their nature, elements of a conceptual system (Kövecses, 2020:93).

Conceptual metaphors can take place not only within the framework of the conceptual theory of metaphor or in the aspect of cognitive linguistics, conceptual metaphors can live and exist in the mind of an individual, develop through cultural and conceptual experience and interaction with the physical, living, social world. Of course, each person has their own knowledge, experience, different from others, their own picture of the world, their own distinctive perception of the world. Metaphor has the properties to make things unforgettable and vivid. In speech, where there is a metaphor, it definitely sounds more beautiful and richer (Low, 2008:212).

Cognitive linguistics confirms that our minds are so connected with the conceptual system of perception of the world that our features, preferences come from our physical and cultural environments (Yu, 2008:247).

Metaphor in the aspect of cognitive linguistics is considered through the prism of the conceptual theory of metaphor. To use metaphors in our speech, we use all the physiological and mental processes of our organisms. Metaphorical thinking is inherent not only in the modern individual, but also our ancestors skillfully used these kinds of tropes in their daily speech. We do not need to know and call a metaphor by names, it has become firmly embedded in our lives that we no longer think that this means of language is called a metaphor.

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