METAPHOR IN THE METALANGUAGE OF LINGUISTICS: BASED ON THE MATERIAL OF THE ENGLISH LANGUAGE.

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The relevance of the topic is due, first of all, to the shift of the vector in the research of scientific metaphor from understanding it as an epistemological deviant to considering this phenomenon as an element inherent in scientific knowledge. In addition, turning to a really functioning version of the language of science - the metalanguage of linguistics - makes it possible to see how a complex multidimensional epistemological object - human language - is comprehended with the help of metaphor. For metalinguistics, it becomes relevant to study the "images" of the language, explicated in the metaphors of the metalanguage, through which an object not given in direct observation is modeled, interpreted and understood, and on the basis of which rational theoretical construction becomes possible.

The purpose of the study is to identify and analyze the main metaphorical models that determine the direction and result of cognition of the language-object and are represented in numerous conventional and author's metalinguistic metaphorical expressions.

To achieve this goal in the course of the study, it is necessary to solve the following tasks, including:

- revealing the role of metaphor in the process of scientific knowledge and considering the main reasons for the widespread use of metaphor in the language of science;

- analysis of various approaches to defining the essence of metaphor and the mechanisms of its formation and revealing the special role of metaphor as the most important cognitive mechanism that ensures the transition of personal, implicit, non-articulated knowledge into "objective", verbalized knowledge;

- revealing the specifics of the functions implemented by the metaphor (cognitive, communicative and pragmatic) in the discursive (speech-thinking) activity of the epistemological subject in the situation of scientific knowledge and verbalization of its results;

- consideration of the concept of the metalanguage of linguistics, analysis of the main approaches to its study and substantiation of the expediency of the cognitive-discursive perspective of its consideration;

- analysis of the content of metalinguistic metaphorical expressions and identification of a system of conceptual metaphors used to model, interpret and understand the language-object, its units and functions;

- consideration of the main sublogical models of the language-object, which are represented in the images underlying the conceptual metaphors. The need to solve the above problems is due to the research methodology, which consists of a set of methods and techniques. In addition to general scientific methods - comparison, analysis, synthesis, abstraction, induction, deduction - in the course of the study, particular scientific methods were used: the method of observing linguistic facts, their semantic interpretation, as well as methods of conceptual modeling and introspection. At various stages of the study, elements of component, definitional and contextual analysis were used, as well as separate methods of transformational and quantitative analysis.

The object of the study is the content of metaphorical expressions extracted from English linguistic texts. The subject of the study is a system of

conceptual metaphors, which are sublogical models of language as an object of cognition.

The methodological basis of the study was the work of Russian and foreign scientists in the field of epistemology (V.I. Vernadsky, R. Rorty), the philosophy of language (Yu.S. Stepanov, R. Barth), the language of science and the problem of scientific metaphor (G.S. Baranov , R. Hoffman), metalinguistics and metalanguage (O.S. Akhmanova, V.N. Bazylev, N.B. Gvishiani, N.A. Slyusareva, L.O. Cherneiko), the theory of language for special purposes and functional stylistics (R.S. Alikaev, V.P. Danilenko, M.N. Kozhina, A.I. Komarova, B. Gavranek, L. Hoffman), the theory of metaphor (N.D. Arutyunova, O.N. Laguta, M. V. Nikitin, G. N. Sklyarevskaya, V. N. Telia, E. O. Oparina, A. P. Chudinov, M. Black, M. Johnson, J. Lakoff, P. Ricker, A. Richards, J. Searle, L. Talmy, M. Turner, J. Fauconnier), cognitive linguistics (A. N. Baranov, N. N. Boldyrev, V. Z. Demyankov, A. V. Kravchenko, E. S. Kubryakova, V. A. Maslova, Z.D. Popova, I.A. Sternin), linguistic and cognitive semantics (I.M. Kobozeva, M.V. Nikitin), traditional and cognitive terminology (L.M. Alekseeva, M.N. . Volodina, V.M. Leichik, V.F. Novodranova, E.F. Skorokhodko, A.V. Superanskaya, S.D. Shelov). The study also used some provisions of M.M. Bakhtin and the ideas of a synergistic approach to the language of V.N. Bazylev.

The scientific novelty of the study lies in the fact that by referring to the metaphorical expressions of the metalanguage of linguistics, functioning in the English discourse, an attempt is made to study the system of conceptual metaphors, in the images of which the sublogical models of the language-object, which are part of modern linguistic knowledge, are explicated. So far, a comprehensive analysis of metaphor as a modeling mechanism used in metalinguistic descriptions has not been carried out.

The theoretical significance of the study lies in the further development and theoretical understanding of issues related to the functioning of metaphor as a cognitive mechanism in scientific knowledge, its role in verbalizing the results of scientific knowledge, and its status in the language of science. Theoretically significant is the substantiation of the expediency of applying a cognitive-discursive approach to the analysis of metaphor in the metalanguage of linguistics, which allows, through appeal to metalinguistic metaphorical expressions: a) to understand how and through which cognitive structures the language is modeled, interpreted and understood as an object of knowledge; b) explain the reasons for choosing one or another language form (in this case, a metaphorical expression) to convey the corresponding content.

The practical significance of the study lies in the fact that the main provisions and conclusions regarding the modeling and interpretive nature of metaphor can be used in the materials of theoretical courses on linguistic semantics; observations regarding the functioning of metaphor in the metalanguage of linguistics can be used to teach stylistics (a metaphor in a scientific style) and lexicology (term formation, metaphorical relations between the lexico-semantic variant of a polysemantic word). In addition, the materials of this work can be used in the preparation of lectures and seminars on general linguistics, as well as in writing term papers and theses.

In this work, an attempt was made to study the system of conceptual metaphors objectified in the metalanguage of linguistics, through which such a complex object of scientific knowledge as human language is modeled, interpreted and understood.

When presenting the initial concept of our work, we determined the need to consider the phenomenon of scientific metaphor from the standpoint of a modern approach to the essence of science as a form of spiritual exploration of reality, which implies a departure from its classical model. Based on the analysis of the appearance of metaphor in scientific cognition and its status in various models of science based on the corresponding systems of cognitive coordinates - classical (logocentrism, objectivism, representationism) and modern post-non-classical (anthropocentrism, relativism, constructivism) - the main reasons for the widespread use of metaphor in science. As shown in the work, at the present stage of linguo-philosophical knowledge, there is every reason to talk about metaphor as a necessary and integral element of scientific knowledge, providing a synthesis of understanding, explanation and communication.

In the course of the analysis of the main concepts of metaphor, pre-cognitive and cognitive-oriented approaches to its study were considered. The latter, designated by Aristotle and continuing today within the framework of philosophy, logic, linguo-philosophy, psychology, cognitive linguistics, psycholinguistics, hermeneutics, linguo-culturology, allows us to consider metaphor as a linguo-cognitive phenomenon, a means of categorizing and conceptualizing reality, that is, as an alternative "logic" of representation of knowledge about the world, as the basis of most of the abstract concepts that are the tools of rational or discursive knowledge.

Determining the perspective of considering metaphor in the metalanguage of linguistics, we were based on such principles of the modern cognitive-discursive paradigm of linguistic knowledge as expansionism, anthropocentrism, non-functionalism and explanatory. With this approach, the adequacy of the description of any linguistic phenomenon is determined by the equivalent consideration of the cognitive and communicative functions it performs. Since this work focuses on the modeling, rewriting, interpreting, explanatory aspects of the mechanism of metaphorization and the functioning of metaphor in linguistic knowledge and metalanguage, the study takes, on the one hand, the form of a cognitive-oriented analysis that attempts to match the focal metalinguistic forms with their cognitive counterpart. On the other hand, when explaining the reasons for using this form for this content, the paper implements a discursive-oriented approach to the description of the metaphor.

The position of cognitive linguistics that the most important structures of knowledge are represented precisely in linguistic form served as the basis for studying the relationship and interaction of metalinguistic metaphorical units and the knowledge structures underlying them. Through the analysis of conceptual metaphors, the main sublogical models of language were identified, which represent implicit, non-discursive knowledge about the language-object and are part of the content of the concept LANGUAGE, which is in the process of constant transformation due to the deepening or changing of scientific ideas about the corresponding epistemological object. Sublogical models of the language, which, in contrast to its logical models, are based on the creative component of scientific knowledge (intuition, imagination, imagery) are conceptual metaphors, the path to which opens through the analysis of the content of metaphorical expressions of the metalanguage that functions in modern English metadiscourse. The focus of this study is on metalinguistic metaphors in their textual representation, regardless of whether they are generally recognized terms of linguistic knowledge or metaphorically transformed natural language units used for the purposes of metalinguistic description - modeling, explaining and understanding the language-object, its units and functions.

CONCLUSION.

The results of the study allow us to predict further ways of studying the modeling and interpreting properties of a metaphor that functions in the field of science and scientific knowledge. With regard to the situation of linguistic cognition, for example, one of the directions for further research of metaphor can be its study in metalinguistic descriptions of critical, characterized by a change in scientific paradigms, stages of linguistic cognition. It is known that a change in the scientific paradigm is accompanied by a change in the key metaphor that determines the entire "logic" of cognition, but no research has been carried out on the entire set of conceptual metaphors of linguistic knowledge in the era of paradigm break. In addition, it seems promising to study metalinguistic metaphorics in a diachronic aspect or in a synchronic perspective in terms of a comparative analysis of M-models used to describe a language by multilingual variants of a metalanguage (for example, Russian and English); comparative research can be directed to the study of metalinguistic metaphors of different linguistic schools or traditions. Of considerable scientific interest is the study of metametaphors of a particular author-linguist. In addition, the study of cases of compatibility of M-models in metalinguistic descriptions, touched upon in this study only in the most revealing cases in an illustrative sense, can become a logical continuation of the study in the direction indicated in this work. We express the hope that such studies will enrich both private and general epistemology and contribute to the study of the relationship between language, thinking and cognition.

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