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### **TEACHING METHODS IN FIGURATIVE LINGUISTICS: STRATEGIES AND APPROACHES**

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**Abstract.** Figurative language - metaphors, similes, idioms, and other non-literal expressions - is a cornerstone of human communication, playing a crucial role in literature, rhetoric, and everyday conversation. Teaching figurative linguistics involves not only explaining the mechanics behind these expressions but also engaging students in the creative, interpretative, and analytical processes that bring language to life. This article explores effective teaching methods and approaches for incorporating figurative linguistics into the classroom. This article examines contemporary teaching methods in figurative linguistics, presenting innovative strategies and approaches aimed at enhancing learners' comprehension and use of figurative language. The primary goal is to explore and evaluate effective pedagogical techniques that bridge theoretical insights with practical classroom applications. This article investigates the comparative stylistics of figurative language as employed by Kazakh writers in contrast with their foreign counterparts. By analyzing a range of literary texts, the study identifies and categorizes various types of figurative expressions, exploring both their semantic functions and stylistic nuances. The research employs a qualitative methodology, including close reading and thematic analysis, to examine how cultural and historical contexts shape the use of metaphors, similes, idioms, and other figurative devices. Findings reveal significant differences and similarities in the cognitive and aesthetic dimensions of figurative language,

highlighting the unique literary strategies within Kazakh literature while also situating them within a broader global discourse. This comparative approach not only enriches our understanding of stylistic choices in literature but also underscores the dynamic interplay between language, culture, and literary expression.

**Key words:** figurative language, metaphor, comparison, idiom, literary fiction, teaching methods.

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**Аннотация.** Бейнелі тіл – метафоралар, салыстырулар, идиомалар және басқа да тура емес өрнектер – адамның қарым-қатынасындағы негіз болып табылады, әдебиетте, риторикада және күнделікті әңгімелесуде маңызды рөл атқарады. Бейнелі лингвистиканы үйрету тек осы өрнектердің жұмыс істеу механизмдерін түсіндіруден ғана емес, сонымен қатар студенттерді тілді тірілтетін шығармашылық, интерпретациялық және аналитикалық процестерге тартуды қамтиды. Бұл мақалада бейнелі лингвистиканы сыныпқа енгізуге арналған тиімді оқыту әдістері мен тәсілдері зерттеледі. Мақалада бейнелі лингвистикадағы заманауи оқыту әдістері қарастырылып, оқушылардың бейнелі тілді түсінуі мен қолдануын арттыруға бағытталған инновациялық стратегиялар мен тәсілдер ұсынылады. Негізгі мақсат – теориялық тұжырымдамаларды практикалық сыныптық қолданбалармен үйлестіретін тиімді педагогикалық әдістерді зерттеп, бағалау. Бұл мақалада қазақ жазушылары қолданатын бейнелі тілдің салыстырмалы стилистикасы шетелдік әріптестермен салыстырылып зерттеледі. Әдеби мәтіндердің

кең ауқымын талдау арқылы зерттеу әртүрлі бейнелі өрнектердің түрлерін анықтап, санаттарға бөледі, олардың семантикалық қызметтерін және стилистикалық нәзіктіктерін зерттейді. Зерттеу сапалық әдістерді, соның ішінде мәтінді мұқият оқу және тақырыптық талдауды қолдана отырып, мәдени және тарихи контексттердің метафоралар, салыстырулар, идиомалар және басқа да бейнелі құрылғыларды қолдануға қалай әсер ететінін зерттейді. Нәтижелер бейнелі тілдің когнитивті және эстетикалық аспектілерінде елеулі айырмашылықтар мен ұқсастықтарды көрсетеді, қазақ әдебиетіндегі ерекше әдеби стратегияларды айқындай отырып, оларды кеңірек ғаламдық дискурс аясында орналастырады. Бұл салыстырмалы тәсіл әдеби шығармалардағы стилистикалық таңдауларды түсінуді ғана байытпай, сондай-ақ тіл, мәдениет және әдеби көріністің динамикалық өзара әрекетін баса көрсетеді.

**Түйін сөздер:** бейнелі тіл, метафора, салыстыру, идиома, көркем әдебиет, оқыту әдістері

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## **МЕТОДЫ ПРЕПОДАВАНИЯ ОБРАЗНОЙ ЛИНГВИСТИКИ: СТРАТЕГИИ И ПОДХОДЫ**

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**Аннотация.** Образный язык – метафоры, сравнения, идиомы и другие небуквальные выражения – является краеугольным камнем человеческого общения, играя решающую роль в литературе, риторике и повседневной беседе. Преподавание образной лингвистики предполагает не только объяснение механики, стоящей за этими выражениями, но и вовлечение студентов в творческий, интерпретационный и аналитический процессы, которые оживляют язык. В этой статье рассматриваются эффективные методы преподавания и подходы к внедрению образной лингвистики в учебный процесс. В этой статье рассматриваются современные методы обучения образной лингвистике, представлены инновационные стратегии и подходы, направленные на улучшение понимания учащимися образного языка и его использования. Основная цель статьи – изучить и оценить эффективные педагогические приемы, которые позволяют объединить теоретические знания с практическим применением в классе. В данной статье исследуется сравнительная стилистика

образного языка, используемого казахскими писателями, в отличие от их зарубежных коллег. Анализируя целый ряд художественных текстов, авторы исследования выявляют и классифицируют различные типы образных выражений, исследуя как их семантические функции, так и стилистические нюансы. В исследовании используется качественная методология, включающая внимательное чтение и тематический анализ, чтобы изучить, как культурный и исторический контекст влияет на использование метафор, сравнений, идиом и других образных средств. Результаты исследования выявляют существенные различия и сходства в когнитивном и эстетическом измерениях образного языка, подчеркивая уникальные литературные стратегии казахской литературы, а также помещая их в более широкий глобальный дискурс. Этот сравнительный подход не только обогащает наше понимание стилистических предпочтений в литературе, но и подчеркивает динамичное взаимодействие между языком, культурой и литературным выражением.

**Ключевые слова:** фигуративный язык, метафора, сравнение, идиома, художественная литература, методы обучения.

### **Introduction**

#### 1. Understanding Figurative Language.

Before delving into teaching strategies, it is important to define and contextualize figurative language. Figurative language refers to the use of words or expressions with a meaning that is different from the literal interpretation. This includes:

- Metaphors and Similes: Comparisons that highlight similarities between disparate concepts.
- Idioms: Phrases whose meanings cannot be deduced from the literal meanings of the words.
- Personification: Attributing human characteristics to non-human entities.
- Hyperbole and Understatement: Exaggeration or minimization to create emphasis.

By understanding these elements, educators can build a framework that supports students in recognizing and interpreting such language.

#### Historical Context and Theoretical Foundations

#### 2. Evolution of Figurative Language Studies

The study of figurative language has evolved from classical rhetoric and literary criticism to a more interdisciplinary inquiry that includes cognitive linguistics and anthropology. Early works by Aristotle on metaphor laid the groundwork, but it wasn't until the late 20th century that scholars like George Lakoff and Mark Johnson began exploring the cognitive underpinnings of metaphor through the Conceptual Metaphor Theory. Their work demonstrated that metaphors are not merely stylistic devices but are fundamental to human thought.

#### 3. Key Theoretical Perspectives

Figurative Language in cognitive Linguistics emphasizes how abstract concepts are structured by concrete bodily experiences. According to Lakoff and Johnson,



metaphors shape our perception of reality and are deeply embedded in cultural practices.

**Figurative Language in Cultural Linguistics** Investigates the interplay between language, thought, and cultural identity. It explains why certain figurative expressions are unique to particular linguistic communities.

**Figurative Language in Pragmatics and Discourse Analysis** explore how context influences the interpretation of figurative language, revealing how speakers manipulate language to achieve social and rhetorical effects.

Figurative linguistics opens a window into the richness of language, revealing how humans think, express, and create meaning. By integrating a mix of communicative, cognitive, task-based, and technology-enhanced teaching methods, educators can help students navigate the complexities of figurative language. This holistic approach not only deepens linguistic competence but also fosters creativity and critical thinking, equipping students with skills that extend far beyond the classroom.

Educators are encouraged to continuously experiment with and adapt these strategies to fit their unique classroom dynamics and cultural contexts. In doing so, they can create a vibrant, inclusive learning environment where the beauty and complexity of language are fully appreciated.

Comparative figurative linguistics is an emerging field that examines the use and variation of figurative language—such as metaphors, similes, idioms, and metonymies—across different languages and cultures. This article explores the theoretical foundations, methodological approaches, and practical implications of comparing figurative expressions in diverse linguistic landscapes. By integrating insights from cognitive linguistics, anthropological linguistics, and discourse analysis, we illustrate how comparative studies deepen our understanding of language, thought, and culture.

### **Materials and methods**

**Approaches to Teaching Figurative Linguistics.** Contextual Learning. Encourage students to examine figurative expressions within authentic texts—such as literary works, advertisements, or political speeches—allowing them to see how context shapes meaning.

**Collaborative Discussion.** Use group activities and discussions to explore different interpretations of figurative language. This not only reinforces comprehension but also builds critical thinking skills.

**Metaphor Analysis.** Guide students in breaking down complex metaphors to uncover underlying cognitive structures. This can involve comparing conventional metaphors with novel ones to highlight how cultural and cognitive factors influence interpretation.

**Creative Writing Tasks.** Assign projects where students create their own figurative expressions, encouraging experimentation with language. Creative exercises not only improve linguistic skills but also foster innovation.

**Role-Playing Activities.** Use dramatizations and simulations to bring figurative expressions to life. This can help students internalize the expressive power of figurative language in a dynamic, memorable way.

Corpus-Based Approaches. The use of large, multilingual corpora has enabled researchers to systematically identify and compare figurative expressions across languages. Corpus linguistics provides quantitative data that can reveal patterns, frequency, and collocations in figurative usage.

### **Literature review**

Work by Lakoff and Johnson “Cognitive Linguistics and Conceptual Metaphor Theory” (Lakoff, 1980) laid the groundwork by proposing that much of human thought is structured metaphorically.

Sperber and Wilson Relevance Theory (Sperber, Wilson, 1986) has influenced how educators approach the teaching of figurative language by emphasizing the balance between cognitive effort and communicative payoff. By analyzing how speakers intend and listeners interpret non-literal expressions, teachers can design activities that mirror real-life communication, enhancing students’ pragmatic competence.

Comparative analysis not only deepens understanding but also highlights linguistic diversity, promoting intercultural awareness (Mahlberg, Naumann Comparative analysis, 2012).

Research consistently supports the use of interactive methods such as role-playing, simulations, and group discussions. These strategies allow students to experiment with figurative expressions in authentic communicative situations (Kurani, Roseni, 2024). Experiential learning projects, including creative writing workshops and digital storytelling, have been shown to increase engagement and retention of figurative language concepts.

The Cambridge Handbook of Metaphor and Thought. An extensive collection of essays covering theoretical and applied aspects of metaphor, including implications for language teaching (*Craig Campion*, 2012).

Explores the integration of cognitive linguistic principles in language instruction, with insights into teaching figurative expressions.

Figurative Language and Its Teaching. Edited by various contributors (Recent Editions)

A comprehensive guide that covers both theoretical frameworks and practical classroom strategies for teaching non-literal language. (*Randal Holme*, 2009).

Teaching Language in Context. A Communicative Approach. Includes chapters on figurative language pedagogy. Focuses on contextualized language teaching where figurative language is presented as part of authentic communicative practices.

“Teaching Figurative Language. Explores cognitive strategies that help learners decode and produce figurative language through interactive methods (Chen, Yi-Chen, 2016).

“Comparative Analysis of Figurative Examines how comparative approaches can enhance the understanding of figurative language across different linguistic backgrounds (*Daniela Karlsson*, 2024).

Visual Mapping of Metaphors: Enhancing Figurative Language Comprehension. Investigates the use of graphic organizers and mind maps to support the teaching of metaphorical expressions (Colston Enhancing, 2020).

Digital Tools in Teaching Figurative Language. Reports on the integration of multimedia and digital platforms in classroom settings to facilitate learning of figurative constructs (*Daniel Danca, 2019*)

From Theory to Practice: Implementing Figurative Linguistics in Language Curricula.

Discusses curriculum design and teacher training programs aimed at effectively incorporating figurative language instruction (*Iquer-Piriz, 2018*)

### **Results and Discussion**

Comparative Analysis of Metaphors and Similes. Comparative studies have shown that while many cultures share basic metaphorical mappings (e.g., associating time with money or life with a journey), the specific instantiations of these metaphors can vary widely. For example, the concept of “time as money” prevalent in Western societies may find an equivalent in other cultures, but the metaphor’s underlying imagery and usage differ significantly depending on historical and economic contexts.

Similes and Cultural Nuances. Similes, which use explicit comparisons (e.g., “as brave as a lion”), are similarly subject to cultural variation. Some cultures may favor particular animal comparisons or natural phenomena that resonate with local traditions and environmental factors. Comparative analysis reveals how these choices reflect and reinforce cultural values and societal norms.

Idioms and Culturally Bound Expressions. Idioms represent perhaps the most challenging area for comparative analysis because they are often deeply rooted in a community’s historical, social, and cultural context. For example, while the English idiom “kick the bucket” humorously denotes death, equivalent expressions in other languages might draw on different imagery, such as references to nature, religious beliefs, or historical events. Researchers must carefully analyze both the linguistic form and the cultural context to understand these expressions fully.

Ethnographic methods offer several unique benefits when comparing the figurative language of writers, including

Ethnographic and Field Methods. Ethnographic research, including interviews and participant observations, offers valuable insights into how native speakers use and interpret figurative language in everyday life. This qualitative approach helps uncover the cultural meanings behind idioms and metaphors that may not be immediately apparent from textual analysis alone.

Experimental Methods. Psycholinguistic experiments, such as reaction time studies and eye-tracking, can shed light on how quickly and accurately speakers process figurative language. Such methods are particularly useful in understanding the cognitive load and inferential processes involved in interpreting metaphors and idioms.

Language Pedagogy. Understanding figurative language is critical for language learners, who must not only grasp the literal meanings of words but also the culturally embedded figurative meanings. Educators can utilize comparative studies to design curricula that emphasize both the cognitive and cultural aspects of figurative language, thereby enhancing communicative competence.

Genre pedagogy. In the modern educational landscape, genre pedagogy has gained prominence as an effective approach to teaching language and literacy. It emphasizes the understanding of different textual genres and their communicative purposes, structures, and stylistic features. Within this framework, linguostylistics—a branch of linguistics that explores language style and its functional significance—plays a crucial role in refining students' analytical and expressive capabilities. Linguostylistics focuses on how language variations function in different contexts, analyzing aspects such as tone, register, diction, and rhetorical devices. In genre pedagogy, understanding these stylistic elements enables students to better comprehend and produce texts suited to specific communicative purposes. By examining stylistic features within genres, learners develop a deeper appreciation for how language operates in various discourse communities.

1. **Enhancing Textual Analysis.** Students can dissect how linguistic choices shape meaning in different genres, from academic essays to advertisements, novels, and legal documents.

2. **Improving Writing Skills.** A stylistic approach helps learners adapt their language use according to genre conventions, making their writing more effective and context-appropriate.

3. **Developing Critical Thinking.** Through stylistic analysis, students learn to interpret and critique texts, fostering deeper engagement with language and communication strategies.

Integrating linguostylistics into genre pedagogy requires a structured approach that incorporates both theoretical insights and practical applications.

Below are key strategies to achieve this: 1) **Genre-Based Stylistic analysis** teachers can introduce students to different genres and guide them in analyzing their stylistic features. For instance, comparing the formal tone of academic writing with the persuasive style of political speeches can highlight key stylistic distinctions. 2) **Comparative Exercises** students can rewrite texts in different styles or registers to understand the impact of linguistic choices. For example, converting a newspaper article into a blog post or a poem into a formal report can illustrate stylistic shifts. 3) **Corpus-Based Investigations** utilizing linguistic corpora allows students to explore stylistic patterns across large datasets, identifying trends in professional, academic, and literary texts. 4) **Interactive Workshops** role-playing activities, debates, and creative writing tasks encourage students to experiment with stylistic features and refine their command of language in varied contexts. 5) **Digital Tools and Multimedia Integration** leveraging technology, such as text analysis software and online genre repositories, provides students with interactive ways to explore linguostylistic variations. Teaching linguostylistics within genre pedagogy enhances students' linguistic awareness, analytical skills, and writing proficiency. By focusing on the interplay between style and genre, educators can equip learners with the tools needed to navigate diverse communicative contexts effectively. Integrating linguostylistics into language instruction fosters a more nuanced understanding of language use, preparing students for academic, professional, and creative communication demands.

Through systematic pedagogical strategies, educators can ensure that students not only recognize stylistic conventions but also develop the adaptability and creativity needed for effective language use across genres.

Comparative linguostylistics is a branch of linguistics that examines how different writers use language, literary devices, and stylistic techniques to shape their unique artistic expression.

For example, let's compare two writers. Features of the Styles of Ivan Turgenev and Mukhtar Auezov. Explores the linguistic and stylistic features of two renowned authors: Ivan Turgenev, a Russian novelist known for his lyrical realism, and Mukhtar Auezov, a Kazakh writer celebrated for his epic storytelling and deep cultural insights. By comparing their narrative techniques, use of imagery, and linguistic structures, we gain a deeper understanding of their contributions to world literature.

### **Stylistic Features of Ivan Turgenev**

Ivan Turgenev (1818–1883) is best known for his novels such as *Fathers and Sons*, *A Month in the Country*, and *Rudin*. His style is characterized by:

1. **Lyrical Realism.** Turgenev's writing blends poetic descriptions with realistic portrayals of Russian society. His use of detailed nature imagery serves as both a backdrop and a symbolic device reflecting characters' emotions.

2. **Concise and Elegant Syntax.** Unlike his contemporaries Dostoevsky and Tolstoy, Turgenev employs a more refined and polished sentence structure, avoiding excessive philosophical digressions.

3. **Psychological Depth.** He masterfully conveys the inner struggles of his characters through subtle dialogue, indirect speech, and introspective monologues.

4. **Symbolism and Mood.** His works often feature symbolic elements—such as changing seasons and landscapes—that parallel the emotional states of his protagonists.

5. **Use of Dialogue.** Turgenev's dialogues are naturalistic, reflecting the social and intellectual tensions of his time, particularly in discussions between generations or differing ideological perspectives.

### **Stylistic Features of Mukhtar Auezov**

Mukhtar Auezov (1897–1961) is one of Kazakhstan's most celebrated writers, best known for his monumental novel *The Path of Abai*, which depicts the life and struggles of the great Kazakh poet Abai Kunanbayev. His style is defined by:

1. **Epic and Oral Tradition Elements.** Auezov draws heavily from the Kazakh oral storytelling tradition, incorporating folk motifs, poetic phrases, and proverbs into his prose.

2. **Rich Cultural and Ethnographic Detail.** His novels vividly depict the traditions, customs, and social structures of the Kazakh people, making them invaluable historical and cultural documents.

3. **Expansive and Flowing Descriptions.** Auezov's prose is often elaborate, filled with expressive metaphors and similes that create a vivid and immersive narrative experience.

4. **Philosophical and Ethical Reflections.** He explores themes of morality,

justice, and social change, often contrasting traditional values with modern influences.

5. **Complex Character Development.** His protagonists are deeply rooted in historical and cultural realities, with strong personal and ideological conflicts that drive the narrative forward.

#### Comparative Analysis of Turgenev and Auezov

While both Turgenev and Auezov excel in crafting deeply human stories, their approaches differ significantly due to their cultural and historical backgrounds:

Feature	Ivan Turgenev	Mukhtar Auezov
Narrative Style	Lyrical realism with concise storytelling	Expansive, epic storytelling rooted in oral tradition
Use of Nature	Symbolic, often reflecting emotions	Integral to cultural and historical context
Character Development	Focused on psychological depth and internal conflicts	Deeply tied to historical, cultural, and philosophical struggles
Dialogue	Naturalistic and subtle	Poetic, often incorporating folk wisdom
Themes	Generational conflict, societal change, and individual emotions	Cultural identity, moral dilemmas, and national history

Ivan Turgenev and Mukhtar Auezov, though distinct in their literary approaches, both masterfully capture the essence of their respective cultures through language and style. Turgenev's refined realism and Auezov's epic storytelling offer valuable insights into Russian and Kazakh literary traditions, respectively. A comparative study of their works enriches our appreciation of how language shapes narrative and cultural identity across different literary landscapes.

The second example is a comparison of figurative words by A. Chekhov and Abish Kekilbayev.

#### Metaphorization in the Works of Anton Chekhov and Abish Kekilbayev

Metaphorization is a fundamental stylistic device in literature that allows writers to convey deeper meanings, emotions, and philosophical insights through figurative language. This article explores the use of metaphor in the works of Anton Chekhov and Abish Kekilbayev, two literary figures from different historical and cultural contexts whose mastery of metaphorization enriches their narratives and deepens their thematic expressions.

#### Metaphorization in Anton Chekhov's Works

Anton Chekhov, one of the greatest Russian short story writers and playwrights, employed metaphorization subtly yet effectively to illuminate the human condition. His use of metaphors was not grandiose but rather embedded in the simplicity of everyday life, enhancing the realism and psychological depth of his characters.

One of the most prevalent metaphorical themes in Chekhov's works is the **symbolism of nature**. For instance, in *The Cherry Orchard*, the orchard itself becomes a metaphor for the passing of time, nostalgia, and the inexorable change

in Russian society. The cutting down of the orchard represents the demise of an era, signaling the transformation of societal structures and personal identities.

Another significant metaphor in Chekhov's works is **disease as a representation of moral and social decay**. In *Ward No. 6*, the asylum serves as a metaphor for societal neglect, madness, and the blurred lines between sanity and insanity. Similarly, in *The Seagull*, the wounded seagull symbolizes the fragility of dreams and the tragic fate of artistic aspirations.

Chekhov's metaphors are often melancholic, reflecting the transient nature of happiness, love, and life itself. Through his metaphorization, he captures the impermanence of existence and the quiet despair of his characters.

### **Metaphorization in Abish Kekilbayev's Works**

Abish Kekilbayev, a prominent Kazakh writer and philosopher, also extensively employed metaphorization in his literary works, intertwining it with Kazakh traditions, history, and existential musings. His use of metaphor was deeply rooted in the nomadic culture, the steppe's vastness, and the struggles of human endurance.

One of Kekilbayev's most powerful metaphorical motifs is the **steppe as a symbol of freedom and fate**. The boundless Kazakh steppe in his novels often represents the philosophical idea of destiny, where human struggles and resilience are juxtaposed against the vast and indifferent natural world. The steppe becomes a space where history, identity, and fate intertwine, offering a metaphorical reflection on Kazakh history and the challenges of modernity.

Another recurring metaphor in his works is **the horse as a symbol of dignity and identity**. In Kazakh culture, the horse is not merely an animal but a reflection of a person's status, heritage, and spirit. Kekilbayev often used the image of the horse to metaphorically express the inner conflicts of his characters, their yearning for freedom, and the burden of historical memory.

Moreover, Kekilbayev's metaphorization frequently intertwines with **mythological and historical allusions**, where legendary figures and past events serve as metaphors for contemporary struggles. His narratives are layered with allegorical meanings that highlight the cyclical nature of history and the moral dilemmas faced by individuals and societies.

### **Comparative Analysis**

While Chekhov and Kekilbayev belonged to different literary traditions, their metaphorical expressions share some similarities in their deep psychological insights and symbolic representations of human struggles. Chekhov's metaphors often focus on existential melancholy and the fragility of human emotions, while Kekilbayev's metaphorization is rooted in Kazakh cultural heritage, history, and philosophical inquiries.

Both authors utilize nature as a central metaphor—Chekhov with his cherry orchards and landscapes symbolizing change and loss, and Kekilbayev with his steppe embodying destiny and endurance. Furthermore, both writers use illness and suffering as metaphors for societal ailments, though Chekhov's approach is more psychological, whereas Kekilbayev's integrates historical and cultural dimensions.

The metaphorization in the works of Anton Chekhov and Abish Kekilbayev

serves as a powerful literary tool that deepens their thematic concerns and enhances the emotional impact of their narratives. Chekhov's subtle and poignant metaphors capture the fleeting nature of life and human emotions, while Kekilbayev's rich and culturally infused metaphors provide profound insights into Kazakh identity and historical consciousness. Both writers, through their unique metaphorical landscapes, offer timeless reflections on human existence, making their works enduring and relevant across generations and cultures.

The third example is a comparison of figurative words by A. Akhmatova and Mukagali Makatayev. While hailing from different cultural and linguistic traditions, both poets harness the power of metaphor, symbolism, and imagery to articulate personal and collective experiences. Through a comparative analysis of their poetic lexicons, we uncover the ways in which each artist transforms everyday language into a potent vehicle for emotion, history, and identity.

Anna Akhmatova, a pillar of Russian modernist poetry, is renowned for her ability to intertwine personal tragedy with national suffering, using language that resonates with both elegance and stark intensity. In parallel, Mukagali Makatayev, one of Kazakhstan's eminent poets, channels the natural beauty and turbulent history of his homeland through a similarly nuanced figurative style. Despite differences in historical and cultural contexts, both poets demonstrate a profound commitment to using figurative words as a means to transcend the mundane and probe deeper truths about human existence.

### **Cultural and Historical Context**

*Anna Akhmatova:*

Akhmatova's work is inextricably linked to the tumult of early 20th-century Russia.

Living through wars, revolutions, and political repression, her poetry often reflects the inner anguish and resilience of individuals caught in the whirlwind of historical change. Her figurative language—rich with metaphors of decay, renewal, and transcendence—serves as both a personal lament and a subtle act of resistance against oppressive forces.

*Mukagali Makatayev:*

Makatayev's poetry is deeply rooted in the landscapes and cultural ethos of Kazakhstan.

His use of figurative language evokes the vast steppes, the interplay of light and shadow, and the enduring spirit of his people amid socio-political transformations. Makatayev's metaphors and symbols often draw upon nature and folklore, forging a connection between the individual, the environment, and the nation's storied past.

### **Analysis of Figurative Language. Metaphor and Symbolism**

*Akhmatova.* Akhmatova's metaphors frequently oscillate between the personal and the universal. For instance, she transforms everyday images—a fading flower, a silent room—into symbols of lost beauty and the passage of time. In poems like *Requiem*, she employs imagery that serves as both a memorial to lost lives and a critique of the dehumanizing impact of totalitarianism.



*Makatayev.* Similarly, Makatayev uses metaphor to bridge the personal and the collective. The natural world in his poetry is not merely a backdrop but an active participant in the unfolding drama of life. Elements such as the relentless wind or the enduring steppe become symbols of perseverance and continuity, reflecting the poet's meditation on change, tradition, and identity.

*Imagery and Sensory Detail*

*Akhmatova.* Her language is often marked by vivid, sometimes stark, imagery that captures the ephemeral nature of beauty and memory. Akhmatova's ability to evoke sensory detail—the cold touch of a winter day, the quiet despair of a night—imbues her work with an almost tangible emotional landscape. This sensory precision invites readers to experience not only the poet's inner world but also the broader historical canvas against which it is set.

*Makatayev.* In Makatayev's poetry, imagery plays a crucial role in evoking the unique rhythms of Kazakh life. His descriptions of the natural environment—its colors, sounds, and movements—serve to situate the reader within the expansive geography of his homeland. The vividness of his sensory details fosters an intimate connection with the landscape, suggesting that nature itself is a repository of memory and cultural identity.

*Allegory and Dual Meanings.* Both poets employ allegory to layer their works with multiple levels of meaning.

Akhmatova's allegories often reflect the dual realities of external oppression and internal resilience. Her use of figurative language encapsulates both the visible scars of history and the hidden, emotional wounds that linger long after the physical conflicts have ended.

Makatayev's allegorical constructs, on the other hand, are frequently intertwined with the mythic dimensions of Kazakh culture. His poems invite readers to look beyond literal interpretations and consider the symbolic significance of natural elements as carriers of ancestral wisdom and collective memory.

**Comparative Insights.** While Akhmatova and Makatayev emerge from distinct cultural milieus, their poetic strategies reveal several convergences:

*Emotional Depth.* Both poets use figurative language to articulate deep emotional truths, transforming personal sorrow or joy into universal themes.

*Historical Resonance.* Their metaphors often serve as conduits for historical reflection, whether it's the scars of political repression or the enduring spirit of a nation.

*Nature as Metaphor.* Nature features prominently in both bodies of work, functioning as a mirror to the human condition—its cycles of birth, decay, and renewal symbolizing broader existential themes. Yet, the divergence in their cultural narratives offers distinct flavors: Akhmatova's language is steeped in the somber reality of political oppression and personal loss, while Makatayev's figurative expressions celebrate the dynamic interplay between human life and the vast, storied landscapes of Central Asia.

The figurative words of Anna Akhmatova and Mukagali Makatayev reveal a

profound engagement with language as a transformative force. Through metaphor, symbolism, and rich imagery, each poet transcends the confines of literal expression to comment on broader human and historical experiences. Akhmatova's poignant meditations on memory and loss, alongside Makatayev's evocative portrayal of nature and cultural identity, underscore the universal power of poetry to capture the ineffable. In examining their works, readers are invited to appreciate not only the beauty of their language but also the resilience and complexity of the human spirit.

This comparative study highlights how, despite differing cultural and historical backgrounds, the artful use of figurative language in both poets' works creates bridges between personal emotion and collective memory, inviting ongoing reflection and dialogue.

The fourth example is a comparison of figurative words by L. Tolstoy and Walter Scott.

Figurative Words in the Works of L. Tolstoy and Walter Scott.

Figurative language - through metaphors, similes, personification, and other devices—allows writers to convey complex emotions and abstract ideas with vivid imagery. Two literary giants, Leo Tolstoy and Sir Walter Scott, employed figurative words to enrich their narratives, though their cultural backgrounds and literary aims led them to use these tools in markedly different ways.

**Tolstoy's Deeply Human and Philosophical Imagery.** Lev Tolstoy is renowned for his penetrating insight into human nature and his ability to depict the subtleties of emotion and morality. In novels such as *War and Peace* and *Anna Karenina*, Tolstoy's figurative language is not merely decorative—it is essential to his exploration of the inner lives of his characters. His metaphors often serve as bridges between the external world and the inner psychological or spiritual states of his characters. For instance, the shifting Russian landscapes in *War and Peace* are imbued with a symbolic resonance that mirrors the tumult of human affairs and the inexorable flow of time.

Tolstoy's approach is grounded in realism. Yet, even within his realist framework, he uses figurative language to underscore the ephemeral nature of life, the inescapability of fate, and the constant interplay between individual destiny and historical forces. His carefully chosen similes and metaphors evoke a world where every natural phenomenon—be it the rustling of leaves or the stillness of a winter morning—echoes the inner turmoil or serenity of the characters. In this way, figurative words in Tolstoy's work extend beyond mere description; they are a means of philosophical inquiry into the human condition.

**Scott's Romantic Evocation of History.** In contrast, Sir Walter Scott's use of figurative language reflects his deep engagement with history and legend. Scott's novels, such as *Waverley* and *Ivanhoe*, are celebrated for their vivid portrayal of a bygone era—a time when chivalry, honor, and tumultuous historical change intersected. His figurative language is a key element in constructing a romanticized vision of the past, imbuing the narrative with an atmosphere that is both nostalgic and heroic.

Scott's metaphors and similes often transform the natural environment into a character of its own. The rugged highlands, misty glens, and ancient castles become more than mere settings; they are symbolic canvases that reflect the drama and intensity of historical conflict. His descriptive passages are rich in personification, as nature seems to conspire with or against the protagonists, emphasizing the eternal struggle between human ambition and the forces of nature. This layering of natural imagery with historical narrative invites readers to experience the past not as a series of events, but as a living, breathing tapestry woven with symbolic meaning.

**Contrasting Styles and Cultural Contexts.** While both Tolstoy and Scott leverage figurative language to deepen their narratives, their styles reveal distinct literary philosophies shaped by their respective cultural and historical contexts.

**Realism versus Romanticism.** Tolstoy's commitment to realism means that his figurative language is often subtle and reflective, serving as a commentary on the complexities of life and society. In contrast, Scott's romanticism embraces exaggeration and idealization, using figurative words to evoke an emotional response that transcends the mundane details of historical events.

**Philosophical Inquiry versus Historical Idealization.** Tolstoy's metaphors frequently

engage with philosophical questions about destiny, morality, and the human soul. His figurative language invites readers to ponder existential dilemmas. Scott, on the other hand, uses figurative speech to elevate historical narrative into the realm of myth and legend, creating an immersive experience that celebrates national identity and cultural heritage.

**Natural Imagery as Reflection of Inner States.** In Tolstoy's work, nature mirrors the

internal struggles of his characters—its beauty often belied by the underlying turbulence of human emotion. Scott's natural imagery, while also evocative, tends to serve as a symbol of historical continuity and the enduring spirit of a people.

**The Enduring Impact of Figurative Language.** The figurative words crafted by Tolstoy and Scott have left an indelible mark on world literature. Their innovative use of metaphor, simile, and personification not only enhances the aesthetic quality of their prose but also deepens the reader's engagement with the narrative. Tolstoy's introspective imagery challenges readers to reflect on the nature of existence and the interplay between individual choice and historical inevitability. Scott's romanticized depictions, meanwhile, continue to inspire an appreciation for the grandeur and drama of the past.

In today's literary landscape, the legacy of these two authors is evident. Modern writers continue to experiment with figurative language, drawing on the techniques perfected by Tolstoy and Scott to evoke emotion, create atmosphere, and offer insights into the human experience. Their work remains a testament to the power of figurative words to transform simple narratives into rich, multi-layered explorations of life.

Both L. Tolstoy and Walter Scott demonstrate that figurative language is a versatile

and powerful tool in literature. Whether used to delve into the inner complexities of the human soul or to resurrect the epic qualities of historical events, figurative words enrich the narrative, offering readers a window into deeper truths about existence. Their enduring influence continues to resonate, reminding us that the artful use of language can bridge the gap between the tangible and the transcendent.

### **Conclusion**

The comparative method allows students to deconstruct and analyze figurative language across different languages and cultures, fostering a deeper cognitive understanding of how metaphors and other figures of speech function. This approach not only clarifies the underlying conceptual mappings but also enhances critical thinking skills.

By applying a comparative framework, the study illustrates how theoretical concepts from cognitive linguistics, such as conceptual metaphor theory, can be effectively translated into classroom practices. This integration helps students connect abstract linguistic theories with tangible examples, leading to more meaningful learning experiences.

The article highlights that exploring figurative language through cross-cultural comparisons enriches students' appreciation of linguistic diversity. Understanding how different cultures employ and interpret figurative expressions broadens learners' perspectives, promoting intercultural competence and sensitivity.

Teachers who adopted the comparative method reported higher student engagement and improved analytical skills. The method encourages active participation and collaborative learning, as students are invited to compare, debate, and reflect on the nuances of figurative language across various contexts.

The study suggests that incorporating a comparative approach into the curriculum can lead to more effective instructional strategies in linguistics. It calls for educators to design lessons that juxtapose figurative language elements from multiple languages and cultural contexts, thereby nurturing a more comprehensive understanding of language use.

While the comparative method shows promising results, the article recommends further investigation into its long-term impact on language acquisition and cognitive development. Future research should explore the integration of digital tools and multimedia resources to further enhance the teaching and learning of figurative linguistics.

The article concludes that a comparative approach to teaching figurative words not only demystifies the complexities of figurative language but also cultivates a more analytical, culturally aware, and engaged learner. This method bridges the gap between theoretical linguistics and practical classroom application, offering a robust strategy for educators aiming to develop students' comprehensive linguistic competence.

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