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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

CONCEPTUAL INTEGRATION IN ENGLISH TEXTS

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GENERAL CHARACTERISTICS OF THE WORK

Relevance and development of the research work. Conceptual integration, which represents a type of insight or projection between different domains of concepts, refers to basic cognitive operations and covers a wide range of phenomena. Along with categorization and conceptualization, conceptual integration is considered one of the basic cognitive abilities of humans. Conceptual integration is a complex cognitive process resulting in the creation of new meaning (knowledge). Conceptual integration is one of the ways of creating hidden information in the text. Conceptual integration is a combination of two or more mental spaces that are successively expanded in the recipient's mind. Conceptual space is a central concept of conceptual integration theory. The essence of the process of conceptual integration, which represents a certain area of thought, the area of conceptualization created by thinking in the process of understanding or creating a text, is the creation of another conceptual space based on the interaction of several conceptual spaces. Conceptual integration includes the process of compression, as well as the process of creating new elements based on the original elements. This means that the original mental spaces give rise to new meanings that none of them have separately.

The emergence of the anthropocentric approach to language facts and the emergence of cognitive linguistics made it more relevant to consider some issues from different angles. In this type of research, not the combination of material forms of linguistic elements, but the issue of cognitive structures and their integration comes to the fore. What happens at the conceptual level in the combination of conceptual fields (frames) is called conceptual integration. Along with analogy, recursion, mental modeling, conceptual categorization and framing, conceptual integration is one of the main operations of human thinking. This operation serves as a dynamic and flexible tool for understanding the surrounding reality. Conceptual integration occurs easily and naturally in the human mind, it is practiced on a constant basis as an "overlapping of mental spaces", their "projection" and fusion, and not only as an expressive

function, but also "to grasp what is beyond the power of concepts, It can serve as a method of "touching the distant and unreachable with the means that are close and at hand".

The theory of conceptual integration is one of the main and comprehensive issues of cognitive stylistics waiting to be solved. Despite the existence of a large number of research works dedicated to this problem, unfortunately, the linguistic tools that represent the process of conceptual integration in linguistics have not yet been identified. Metaphor and metonymy are among the most studied linguistic tools in terms of conceptual integration. Accordingly, in this research work, we will try to analyze the theory of conceptual integration based on existing theoretical sources and present linguistic tools based on the mechanism of conceptual integration.

The process of creating new meaning can be described with reference to conceptual integration, which is valued as a mental operation of a person. Conceptual integration is the main cognitive process that forms the basis of human thinking and is "responsible" for the creation of new meaning. In daily and professional activities, a person encounters situations in which the interaction of various ideas (conceptual fields) conditioned by previous experience is required. The essence of conceptual integration is the creation of a new conceptual space (blend) with unique characteristics as a result of the interaction of conceptual areas.

Despite the investigation of one or other issues of conceptual integration at the linguistic level at various levels, the consideration of mental space as the cornerstone of conceptual integration in English-language texts has been left out of linguistic studies. However, conceptual integration allows revealing the linguistic and cultural specificity of the text, to look at the world perception processes of the society in which the text was created, as well as to overcome the emotional-expressive and linguistic components of the text as a linguo-psychological phenomenon. The consideration of conceptual integration as a method of text generation can be evaluated as the relevance of the work, because this method allows for an accurate and detailed study of the information content of the text represented by language and non-verbal means. In this sense, the

increasing interest in the issues of conceptual integration in English-language texts in modern linguistics attracts attention in recent times. As a result, there is a need to analyze the opinions of various researchers on the subject and come to a common denominator. It is this aspect that determines the relevance of the topic of the research.

Researches on text linguistics in Azerbaijan is mainly carried out by K.M.Abdullayev, M.T.Gayibova, G.Sh.Kazimov, F.Y.Veysalli, A.A. Abdullayev, A.Y.Mammadov, F.F.Jahangirov[1] and etc. Studies on text linguistics were carried out by Russian linguists I.R.Galperin, O.I.Moskalskaya, L.A.Chernyakhovskaya[2] and others. Among the linguists dealing with issues of conceptual integration in texts in foreign linguistics are G.Fauconnier, M.Turner, W.Chafe, V.Dressler, N.Enkvist, M.A.K.Halliday, T.Givon, C.R.Lakoff[3] can be cited as an example.

[1] Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri / K.M.Abdul-layev. – Bakı: Maarif, – 1999. – 281 s.; Гаибова, М.Т. Лингвистическое иссле-дование единицы художественного текста. / М.Т.Гаибова. – Баку: ММС, – 2006. – 123 с.; Kazımov, Q.S. Müasir Azərbaycan dili. Sintaksis. / Q.S.Kazımov. – Bakı: Aspoloqraf LTD MMC, – 2000. – 496 s.; Veysəlli, F.Y. Dilçiliyin əsasları. / F.Y.Veysəlli. – Bakı: Mütərcim, – 2013. – 410 s.; Abdullayev, Ə.Ə. Aktual üzvlənmə, mətn və diskurs. / Ə.Ə.Abdullayev. – Bakı: Zərdabi LTD MMC., – 2011. – 270 s.; Məmmədov, A.Y. Mətn yaradılmasında formal əlaqə vasitələrinin sistemi (Müqayisəli təhlil təcrübəsi). / A.Y.Məmmədov. – Bakı: FZM, – 2001. – 144 s.; Cahangirov, F.F. Qeyri-verbal hərəkətlər və sükutun linqvokulturoloji təhlili.// – Bakı: ADU, Dil və ədəbiyyat, – 2014. – s. 9-14.
[2] Гальперин, И.Р. О понятии текст // Материалы научной конференции, Лингвистика текста, – М., – 1974, Т.1, № 6, – с. 60-67; Москальская, О.И. Грамматика текста./ О.И. Москальская. – Москва: Высшая школа, – 1981. – 183 с.; Черняховская, Л.А. Смысловая структура текста и ее единицы. // – М., Вопросы языкознания, – 1983. № 6, – с. 59-66.
[3] Fauconnier, G, Turner, M. The way we think. Conceptual blending and the mind hidden complexities. / G.Fauconnier, M.Turner. – NY.: Basic Books, – 2002. – 347 p.; Чейф, У.Л. Значение и структура языка. / У.Л.Чейф. – М.: Прогресс, – 1975. – 306 с.; Eenkvist, N.E. Connexity, interpretability, Universe of Discourse, and Text Worlds./ N.E.Eenkvis. – New York: Walter de Gruiter, – 1989, – 453 p.; Halliday, M.A.K. A Course in Spoken English: Intonation. / M.A.K.Halliday. – London: Oxford University Press, – 1970. – 317 p.; Givon, T. Functionalism and grammar. / T.Givon. – Amsterdam: Benjamins, – 1995. – 486 p.; Lakoff, G. Metaphors we live by. / G.Lakoff, M.Johnson. – Chicago: University of Chicago Press, – 1980. – 242 p.; Lakoff, G., & Turner, M. More than Cool Reason // The

The object and subject of the research. The object of the research is the conceptual integration performing as the means of creation of English-language texts. At the same time, it is the network model and networks including here and in-text communications among them.

The subject of the research consists of the analysis of the manifestations of conceptual integration in English-language texts, the investigation of the characteristics of the connections between networks, and the summarization and systematization of the results derived from the study of the functions they perform within the text in terms of linguistic facts. Revealing implicit meanings in English-language texts created as a result of conceptual integration is the subject of the research.

Aims and objectives of the research work. The purpose of the research is to follow and investigate the causes of multifacetedness in terms of conceptual integration in English-language texts on the basis of analysis, to give and define the classification, analysis and analysis of various, colorful sentences found in the context. The research of constructive role of cognitive processes in the conceptual integration participating in the creation of the text and revealing of its pragmatic potential can also be admitted as the aim of the work.

For this purpose, the following tasks were performed in the research work:

– to look at the existing scientific-theoretical provisions regarding text understanding and context in the linguistic literature;

– to clarify the issue of language being metaphors of reality, to provide a cognitive approach to metaphor;

– to clarify the approach to texts as a result and a process;

– to clarify the manifestation of conceptual integration as a form of information transfer in English-language texts;

– to provide analyzes related to conceptual integration and subtextual meaning;

University of Chicago Press, A Field Guide to Poetic Metaphor, – 1989. – p.34-36; Lakoff, G.P. Cognitive Scientist Looks at Daubert // American Journal of Public health / Supplement 1, – 2005. Vol 95, No 1, – p.56-78.

− to analyze the conceptual integration of the mental field and metaphors in the texts.

− to determine the nature of conceptual integration in the light of linguistic research and to determine its importance in creating explicit and implicit information in the text;

− to analyze conceptual integration as a means of providing coherence in the text.

The research methods. Traditional methods and methods of theoretical linguistics, especially description, analysis, observation, reconciliation methods were used in the research work.

The main provisions for defense are:

− all elements of the text are related to each other in the context and determine each other. The result of this counter-determination is quite different from the usual interaction of words and metaphors;

− different relations between lexical and topical meanings arise in the context. The word, as a rule, is first used in a living context and therefore has an actual meaning. If it occurs stereotypically in certain contexts, its actual meaning is known to all language users in that language system, and in this case it is codified and put into dictionaries. Its lexical meanings are given here. But as language and society evolve, meaning changes. A word with its own lexical meaning can be used again in a completely different context, and then its actual meaning is born again;

− the third-person pronoun, which has an effect on all text sentences, is characterized by the theme as a character. At the same time, it is not assigned to the modality and tense of the verb;

− processing amplitudes of input fields make conceptual integration more targeted. This is an indication and manifestation of the consideration of the principle of good establishment of the integrative process;

− metaphor is the most powerful tool for figurative description;

− there is a need to study conceptual metaphors from a newer, modern point of view;

− metaphor in various syntactic forms, word combinations, simple sentences, complex sentences, etc. has the ability to exist;

– metaphorization is a historical-semantic process that increases the vocabulary of the language and its imagery, and a metaphor is a word in the context, with its help, it is determined in such a way that it conveys a different meaning than the previous one;

– the semantics of metaphor is an interactive mechanism that connects the surface of language with the field of cognition. A metaphor is usually the result of a cognitive process involving two or more unrelated referents, which leads to a semantic conceptual anomaly;

– figurative fields exist as virtual structures that are actualized on the surface of the language in the language competence of the speaker. In most cases, image fields are not recreated. They already exist in the language and are known to its speakers from various sources. In a certain period of time, certain image areas are used.

Scientific novelty of the research. The scientific novelty of the research is the partial involvement in the study of unanalyzed sentences selected from newspaper materials and scientific-journalistic texts published at different times in English-language texts in Azerbaijani linguistics in terms of conceptual integration, as well as a comprehensive approach to their cognitive analysis.

Theoretical and practical significance of research. The theoretical importance of the research is that the obtained results can lay the groundwork for new researches to be conducted in this field in the future, for a more detailed study of conceptual integration in English-language texts, and can also be used in the analysis of similar factors in a number of other languages. The theoretical importance of the work can also be defined with the contribution for the development of its linguo-cognitive researches. The contribution of the research work for the language theory consists of view as the unity of cognitive and linguistic approaches. The results of the research can be applied first of all in the teaching of English language in the Azerbaijani audience. Students learning English can provide serious help to the practical teaching of English in determining the conceptual integration in English-language texts and in identifying and eliminating the mistakes they made in the selection of equivalents during translation, as well as in identifying the

mistakes that occur during the conceptual integration in English-language texts in the Azerbaijani audience. In addition, on the basis of the results of the application of the work, issues such as conceptual integration in English-language texts, preparation of materials about its network model, writing of scientific-methodical materials, and formation of discursive skills in language learners can be implemented.

Approbation and application. Reports on the main content of the dissertation were made at the meetings of the Department of English Lexicology and Stylistics-1 of Azerbaijan University of Languages. The main provisions of the research were published in the local and foreign press in the form of articles and theses in various scientific journals and collections of scientific news. The results of the dissertation can be applied in various fields of linguistics, most importantly, in the organization of work on the text in English language teaching.

The name of the organization where the dissertation was performed. The dissertation work was performed at the Department of English Lexicology and Stylistics-1 of Azerbaijan University of Languages.

The structure of the dissertation with a sign including a separate volume of the structural units of the dissertation. The dissertation consists of an introduction, 2 chapters, a conclusion reflecting the principal theses of the research and a list of references. Introduction is 7 pages, 13 096 characters, I chapter is 72 pages, 136 923 characters, II chapter is 46 pages, 85 940 characters, conclusion is 2 pages, 3 539 characters. The total volume of the dissertation work is 147 pages and the total volume of character except the list of literature is 239 498 characters.

MAIN CONTENT OF THE WORK

Relevance and development of the research work is based, the object and the subject of research, the aim and the objectives, the methods of the research, the main provisions giving for defence, the scientific novelty of the research, the theoretical and practical

importance of the work are defined, the approbation and the applying of the work, the name of the organization where the dissertation was accomplished, the volume of the structural sections of dissertation separately and the general volume with a character is given in the part of **"Introduction"** of the dissertation.

In the **first chapter** of the dissertation, entitled **"Texts in the prism of context and language",** issues of conceptual integration at the philological level are considered. This chapter consists of three paragraphs. The first paragraph is entitled as *"Understanding the text and context"*. Here, information is given about the existing scientific-theoretical propositions about text understanding and context in the linguistic literature. All elements of the text relate to each other in the context and determine each other. The result of this counter-determination is quite different from the interaction of ordinary words and metaphors. The question of the relationship between the context and the text has been the focus of researchers for a long time. For example, R.Wodak shows that the context has a strong influence on the text, genre, and finally on the causes and changes of the discourse[4].

The researcher classifies them as follows:

"– intertextual and interdiscourse relations between utterances, texts, genres and discourses;

– extralinguistic, social, sociological types;

– history, archeology of texts and institutions;

– institutional frameworks of the specific context related to the situation"[5].

T. van Dijk defines the following categories for the context model:

"– synthesis of time, space, place, environment;

– participants (you and others), including communicators (structure of participation), types of social roles, membership or freedom, relationships between participants (dominance, friendship), shared and socially relevant knowledge and trust, intentions and goals;

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[4] Wodak, R. The Discourse of Politics in action. Politics as Usual. / R.Wodak. – London: Palgrave Macmillan, – 2009. –252 p.

[5] Ibid, – p. 38

– communicative and other activities, events"[6].

However, referring to the researches of recent years, it can be said that limiting the last unit of the syntactic level of the language to the sentence does not reflect the reality. The views of K. Abdullayev are interesting in approaching this issue. According to the author, the syntactic unit consisting of one sentence and the union of several sentences was approached from the same position from the structural point of view, which creates a paradox. According to his conclusion, *"the deficiencies in the syntactic theory gave special impetus to the creation of a field such as text linguistics".*[7]

A.Peshkovski tried to determine the adequate place of each unit in the linguistic system in order to create a certain order in the content and name of the syntactic unit, which is larger than the sentence.[8] According to I.P.Sherba, *"the text is a group of sentences formed by the combination of meaning and certain structural regularities"*[9]

Among the definitions given to the text, O.S.Akhmanova's views are not less interesting. In his dictionary, the word "corpus" is presented as a "massive, large text". In another interpretation, the corpus is presented as "a whole set of speech works created by a collective of speakers of a specific language".[10] In our opinion, the word *"corpus"* in this explanation has a special meaning for a text that corresponds to space and time.

In the second paragraph of the first chapter entitled as **"*Language as metaphors of reality"*,** it is noted that there are certain differences between the theory of conceptual integration and the theory of conceptual metaphor in linguistics. First of all, it should be

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[6] Dijk Teun, A. van. Discourse and context. A Sociocognitive Approach. / Dijk Teun, A. van. – Cambridge: Cambridge University Press, – 2008. – p. 74

[7] Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri. – Bakı: Maarif, – 1999. – s. 178

[8] Пешковский, А.М. Интонация и грамматика // – М.: Учпедгиз, Избранные труды, – 1959. – с.178

[9] Щерба, Л.В. Современный русский литературный язык. // Избранные работы по русскому языку. – Москва: Лингвотек, – 1957. – с.112

[10] Ахманова, О.С. Словарь лингвистических терминов. / О.С.Ахманова М.: Советская Энциклопедия, – 1969. – 209 с.

noted that not all integrations are metaphorical**.** But when is a metaphor not integrated? Only the so-called basic metaphors cannot be integrated. But they can perform their functions as inputs.

Unlike conceptual integration theory, in the theory called integration theory, unidirectional cross-domain (field) maps result in selective projection of structure from the inputs to the integration field, and in addition, the structure is projected back from the blend to the input fields.[11] Thus, both theories offer different frameworks to model similar phenomenon. Conceptual metaphors distinguish maps (domains) stored in long-term memory.[12] These maps are high-level, stable knowledge structures between domains. In contrast, Conceptual Integration Theory uses mental domains.[13] Thus, both theories offer different frameworks to model similar phenomena.

Integration or conceptual integration is considered a multidisciplinary model. This points to a major difference between integration theory and Conceptual Metaphor theory. Conceptual metaphor theory consists of two domain models, while Integration theory covers four domains. These comparisons lead to the conclusion that Integration Theory emphasizes the dynamic and changing aspects of integration and its role in meaning construction. Conceptual metaphor theory also emphasizes the idea that relatively, there is a system called metaphora system in which conceptual metaphors are integrated with each other for stable structure and organization towards the conceptual system of man[14]. This in itself reflects different phases of the two traditions. Apparently, blending (integration or hybridization) does not lead to conventionalized representations.

As a continuation of previous conflicting views, conceptual metaphor theorists thought broadly about the generalization of metaphorical expressions, while Conceptual Integration theorists

[11] Серль, Д. Метафора «Теория метафоры». / Д.Серль. – М.: Прогресс, – 1990. – с. 321

[12] Вовк, В.Н. Языковая метафора в художественной речи // – Киев, Природа вторичности номинации, – 1986. – с. 98

[13] Fauconnier, G.& M.Turner. Conceptual integration networks. // Cognitive Science, – 1998. 22 (2), – p.137.

[14] Ibid, – p.166.

considered the nature and characteristics of specific principles[15]. Hybrid theory emphasizes the process of meaning construction rather than the knowledge system. A particularly important difference between the two theories is that while Hybrid or Integration Theory presents unusual, emergent, redundant structures, Conceptual Metaphor Theory does not. This also shows the fact that Conceptual Metaphor Theory relies on the 2-domain model and rests on it[16]. For example,

/*Microsoft finally delivered the knock out punch to its rival Netscope//*

In this sentence about a limited network, there are two input networks: Microsoft and Netscope. In the second input are wrestlers. The first wins the second. Both are already winning in the hybrid space. They are hybrids. Only one frame is formed here. The "wrestling" frame supports the organization of integration more than the "business" frame, single-bounded networks form the prototype of certain types of conceptual metaphor motivated by our senses. Metaphorical reasoning has two different subjects. They are classified as main and auxiliary.[17]

Metaphor is considered not only as a language at the level of syntax and semantics, but also as a cognitive process.[18] The interactive process between syntactic-structure and lexical meaning defines a separate word. E.McCormack presents the metaphor in the cultural context, that is, the process of metaphor covers not only human consciousness, his brain, but also the external world.[19]

The third paragraph of the first chapter, entitled as ***"Texts as result and process"***, analyzes how the process of perceiving and understanding the text occurs. First, let's focus on the analysis of how the process of perceiving and understanding the text occurs. This

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[15] Fillmore, Charles J. Lectures on deixis /Charles J. Fillmore. – Stanford CA: CSLI Publications, – 1997. – p. 109

[16] Серль, Д. Метафора «Теория метафоры». / Д.Серль. – М.: Прогресс, – 1990. – с. 308.

[17] Ibid, – p.309.

[18] Ibid, – p. 315.

[19] Маккормак, Э. Когнитивная теория метафоры // Теория метафоры– М: Прогресс. 1999. – с. 363.

process begins with the perception of the interlocutor's broad speech and goes through several stages to distinguish the important idea, and then leads to the determination of the entire meaning of the perceived utterance. The motive of the creation of the text can be represented by the term "mand" (demand). This can be understood as any communication-related appeal. In our opinion, the process of creation of the text is always structured in the same way, which led to its creation. The idea that the role of evoking motives always has the same structure and occupies the same place in the psychology of the speech process is wrong.

According to R.C.Atkinson and R.M.Shifry, more complex forms of text creation constitute a special class of communication. The characteristic feature of this type of communication is that in such cases the speech communication process is divided between two people. One of them is a question, and the other is an answer to this question.[20] In our opinion, there is no need for a special independent motive for prolonging the speech. Thus, the speech-response process is more reactive than active.

It is not necessary to forget that there are more complex forms of dialogue texts, because in such texts the answer not only repeats part of the question, but also requires the subject to independently create something new. As an example, we can consider the following fragments:

Question: – /Who was the first person you saw at the university today?// – Question: – (Who was the first person you saw at the university today?)

Answer: – /I saw the students and teachers at the university today//.-Answer: – (I saw the students and teachers at the university today).

Question: – /What will you do this evening?// – Question: – (What will you do this evening?)

Answer: – /Tonight I will go to the birthday and after that I will probably prepare for tomorrow's lecture//. – Answer: – (Tonight I

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[20] Atkinson R.C., Shiffrin R.M. The control of short-term memory. // Scientific American, – 1971. No 225, – p. 90.

will go to the birthday and after that I will probably prepare for tomorrow's lecture).

Monologue speech is another form of text creation. This can be evaluated both as an answer to any question given in the dialogue, and as the realization of the subject's own intention. The initial factor of the creation of the text is the motif. The motive itself, the factor of the creation of the text, does not yet have a concrete content. The next stage in the creation of the text is the purpose of the speech. Some linguists call motif primary semantic writing.[21]

When considering English texts as process and result, vital relations play an important role here. At this time, we see that sides can be established between mental fields. These relationships connect parts called parties in input fields as G.Fauconnier and M.Turner called as *"the field succeeds in creating foreign relations"*[22]. Thus, the relations between two competing elements exist in different input fields. Life relationships can promote compression in the blend field. In other words, blend compresses the distance and pulls the connector that stands between the parts, called co-partners in extra-field relations. This means that a relationship is formed as inseparable parties within a mental field. In the examples we have shown before, the evolutionary process, that is, if different dates are compressed into the time scale of one day, the event that results in the reduction of such a scale is called compression scale. According to G.Fauconnier and M.Turner, *the scale of human evolution achieved by the mixed field is achieved through compaction. Conceptual Integration provides a necessary progression rooted in thought and reason.*

The **second chapter** of the work entitled as **"Conceptual integration and understanding"** consists of three paragraphs. In the first paragraph of the second chapter, entitled as ***"Conceptual integration in English-language texts as a form of information transfer"***, when analyzing the issues related to understanding, it

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[21] Кубрякова, Е.С. Краткий словарь когнитивных терминов / Е.С.Кубрякова, В.З.Демьянков, Ю.Г.Панкрац [и др.] / – М.: Филологический факультет МГУ им. М.В.Ломоносова, – 1997. – c. 112

[22] Fauconnier, G. The way we think. Conceptual blending and the mind hidden complexities. / G.Fauconnier, M.Turner. – NY.: Basic Books, – 2002. – p.156

becomes clear that the objects of understanding are the meaning of information given about information, the surrounding world, and the inner world of the subject, and at this time, knowledge manifests itself in abbreviated forms, and understanding brings this knowledge together and puts it into a system. The main and new content of information is rhema. Rhema is the communicative center of the sentence. Membership by theme and theme is called topical membership. The development of the linguistic theory of the text is relevant for the general direction of the development of modern linguistics. Thus, such textual theories are important to build a communicative process model. According to L.Chernyakhovskaya, there are three types of information (cognitive, linguistic and communicative) transmitted during communicative activity in the text.[23]

Cognitive information is knowledge about the world obtained as a result of mental activity of a person and socially expressed through a sign system. Cognitive information, first of all, is related to the content of knowledge; it is free from the influence of the text transmitter.[24] The text is not a static unit, but it manifests itself as a moving communicative unit whose boundaries are determined by the relevant communicative moment. The study of conceptual integration networks in English texts is of great interest. Here, each network has a separate function carries, each language fact in the text is used to inform. In this sense, academician K.Abdullayev writes that *"it should be noted that everything in the language, starting from the phoneme, which is not so noticeable in form and volume at first glance, to the text, which is remarkable due to its external filling, serves to transmit information."*[25]

It should be noted that there are three component processes in the Theory of Integration, which are notable for having a certain structure. These are the following:

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[23] Черняховская, Л.А. Смысловая структура текста и ее единицы. // – М., Вопросы языкознания, – 1983. № 6, – с. 66

[24] Попова, З.Д. Когнитивная лингвистика. / З.Д.Попова, И.А.Стернин. – М.: АСТ: Восток-Запад, –2007. – с. 128

[25] Abdullayev, K.M. Azərbaycan dili sintaksisinin nəzəri problemləri. /– Bakı: Maarif, – 1999. – s. 29

1) Composition (composition);
2) Completion (conclusion);
3) Elaboration (improvement)[26].

It supports the unity of the individual elements standing in the first place. The second one, being an online process, carries the units included in the structure to the blend area. Completion performs schema induction.

In the model of integration networks, the names of the following types of networks are mentioned by G.Fauconnier and M.Turner[27]:

– *simple networks.* Such networks connect two information input areas. One is a frame consisting of roles, and the second is a value.

For example: */Richard is the son of Jane//*

Here, in the first input, the concept is family, and the roles are mother and son. The price in the second input is the value. Here, the integration network *Role Value* (evaluation of roles) field combines external relations in the "blend" field.

The factor related to integration is the integration of different phenomena into a single whole. According to this model, information input fields, general structures, mixed field structures are evaluated as mental fields in the network. Because of this feature, simple networks have a frame;

– *mirror networks.* The main feature of this network is that all areas, including the mixed area, share the same frame.

– *restricted networks* consist of both input frames. But it shows different signs. Only one of them is structured in the mixed field.

– *in double-bounded networks,* both information input areas consist of different frames. However, the mixed area is organized by the structure taken from the frames. From this point of view, double-bounded network is contrasted with single-bounded network. Frames structure our conceptual and social life. Here we encounter projection conditioning conceptual integration. For example, *"you're digging your own grave".*

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[26] Fauconnier, G, Turner, M. The way we think. Conceptual blending and the mind hidden complexities. / G.Fauconnier, M.Turner. – NY.: Basic Books, – 2002. – p.168
[27] Ibid, – p.169

The second paragraph of the second chapter of the dissertation is entitled as *"Conceptual integration and subtextual meaning".* Expressiveness of speech is not only characteristic of sounds, lexical units and their forms of grammatical realization, but also of its organization at the syntactic unit level. The author's style of any work, including a work of art, is significantly determined by syntax. The main unit of the language at the syntactic level is the sentence model, which is characterized in different ways in different trends of linguistics. In the presentation of the sub-line meaning in the language, the role of the simultaneous processing and combination of words is not small.

In terms of conceptual integration and underlying meaning, consider the following passage:

"The national dustmen, after entertaining one another with a great many noisy little fights among themselves, had dispersed for the present, and Mr. Gradgrind was at home for the vacation. He sat writing in the room with the deadly statistical clock, proving something, no doubt – probably, in the main, that the Good Samaritan was a Bad Economist. The noise of the rain did not disturb him much; but it attracted his attention sufficiently to make him raise his head sometimes, as if he were rather demonstrating with elements. When it thundered very loudly, he glanced towards Coketown, having it in his mind that some of the tall chimneys might be struck by lightning."[28]

We can give the explanation of this piece of text as follows; here the subtext is very skillfully given by the author, because it is clear that some ideas appear with the rain and transfer them to the mental field. In this submitted text, there is an underline author's opinion. The conceptual integration of the concept of person with the participation of deictic elements in the text fragment was successfully implemented.

Sometimes the pause at the end of the sentence units indicates the end of the meaning and idea and refers to the previous speech. For example, *"We ran in full field uniform <u>as usual, the word was.</u>*

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[28] Hemingway, E. Selected stories. / E.Hemingway. – Moscow: Progress publishers, – 1971. – p.230

You go out <u>together</u>, <u>you</u> stick <u>together</u>, <u>you</u> work as a unit, / and <u>you</u> come in <u>together</u>.| If you don't come in <u>together</u>, don't bother to come in."[29]

The pauses made in this supra-sentential unit given in English are noteworthy for their news, enumeration, and warning character. All the sentences listed here are connected. Thus, the pause serves the message in the speech, it connects the half-sentences of the speech. Here we find extended repetitions through the words *"together, you, come"*. Such repetitions imply clarification and expansion of meaning. The writer was able to weave a sufficient emotional, expressive wreath to satisfy pragmatic and stylistic interests. He was able to convey the underlying meaning through repetitions.

For example: *"He went up to the policeman and asked him if he knew what time it was. What's time? the man eyeing George up and down with evident suspicion; why, if you listen you will hear it strike. George listened, and a neighboring clock immediately obliged."*

"But it's only gone three! said George in an injured tone, when it had finished. "Well, and how many did you want it to go? replied the constable."

"Why, nine, said George, showing his watch."

Do you know where you live? said the guardian of public order severely."[30]

Let's focus on the translation of the above microtext: *"O, polisə yaxınlaşdı və ondan saatı soruşdu. Açıq-aşkar şübhə ilə Corcu aşağı-yuxarı süzən adam saat necedir? deyə soruşdu; niyə soruşursan, qulaq assan, saatin səsini eşidəcəksən. George qulaq asdı və qonşuluqdakı saat dərhal tərpəndi.*

Corc sözünü bitirdikdən sonra yaralı bir tonda dedi. Ancaq yalnız cəmi üç saat keçib! "Yaxşı, neçə saat keçməsiniı istəyirdiniz? - konstabil cavab verdi.

Heç olmasa, doqquz, Corc saatını göstərərək dedi.

[29] Lawrence, D.H. England, my England. / D.H.Lawrence. – London: Penguin Books, – 2000. – p.102

[30] Galsworthy, J. Forsyte Saga. Book Two. In chancery. / J.Galsworthy. – Moscow: Foreign Languages Publishing House, – 1949. – p.67

Harada yaşadığınızı bilirsinizmi? ictimai asayişin keşikçisi ciddi şəkildə dedi".

The use of provocative question constructions in these sentences prompts the change of the motive of events in the work.

All elements of the language with a plan of expression and content, morphemes, lexemes, word combination models, sentences are included in different paradigms. Together, they play an important role in realizing the synthesis of meaning in the text.

"For, it was to be seen with half an eye that he was a thorough gentleman, made to the model of the time; weary of everything, and putting no more faith in anything than Lucifier."[31]

In the above example, the words *model* and *time* have created connotative shades in the work and added color to its content. In addition, the word model is derived from the Italian modello, and the word time is derived from the word tempo.

The third paragraph of the second chapter of the dissertation is entitled ***"Conceptual integration of the mental field and metaphor in the texts"*** and it talks about the conceptual integration of the mental field in the texts. Note that the origin of the word metaphor is the transfer of a certain quality and sign which is valued from one object to another. This is characterized as the acquisition of additional quality of the word[32]. When using a metaphor, the main goal is to achieve expressiveness, emotionality, and imagery in artistic creation.

The main premise of the theory of conceptual metaphor is that "metaphor is not a matter of language, but a matter of thought: metaphor is a mapping between fields in a conceptual system". This statement focuses on the fact that metaphor is a conceptual phenomenon that takes place at the surface level of language. The extensive linguistic material analyzed by the authors of the theory and their associates allowed us to draw conclusions about the ubiquity, systematicity and spread of metaphor as a linguistic phenomenon, and to analyze the structural and content characteristics

[31] Hemingway, E. Selected stories. / E.Hemingway. – Moscow: Progress publishers, – 1971. – p. 230

[32] Lakoff, G. Metaphors we live by. / G.Lakoff, M.Johnson. – Chicago: University of Chicago Press, – 1980. – p. 91

of metaphorical designations.[33] Thus, in TCM, metaphor is given the status of a conceptual mechanism, a figure of thought, with the help of which specific and operative knowledge of more concrete events and actions is projected onto a wider spectrum of more abstract ones. The projection of concrete knowledge structures onto abstract ones takes place on the basis of analogy, similarity and comparison of the elements of separate conceptual spheres, and naturally many helps form abstract categories. Thus, metaphor is one of several basic mechanisms of abstract categorization that is fundamental to cognition, communication, and language.

J.Lakoff and M.Johnson defined the sphere of existence of the conceptual metaphor in the field of thinking, thereby distinguishing between two interpretations of the term metaphor, on the one hand, as a definition of a linguistic phenomenon, and on the other hand, the term metaphor. The novelty of Lakoff and Johnson's approach lies in the fact that, based on the analysis of decontextualized metaphorical units carried out at the language level (which differs from the approach of other researchers who mainly analyze innovative figurative expressions), they have identified conceptual content, metaphorical formations underlying linguistic figurative expressions[34].

Let's look at examples in modern English:

1. "Men's words are ballets, that their enemies take up and make use of against them."[35]

2. "Between the lower east side tenements the sky is a snotty handkerchief."

Each of these sentences is interesting in terms of metaphorical meaning. There are different types of metaphors in modern English[36].

1. Implied metaphor and extended metaphor

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[33] Volf', E.M. Metaphor and Evaluation. / Metaphor in Language and Text / E.M.Volf. – Moscow: Nauka, – 1988. – p.52-65

[34] Lakoff, G., & Turner, M. More than Cool Reason // The University of Chicago Press, A Field Guide to Poetic Metaphor, – 1989. – p.169

[35] Lawrence, D.H. England, my England. / D.H.Lawrence. – London: Penguin Books, – 2000. – p.154

[36] Lakoff, G. The contemporary theory of metaphor. / In: A. Ortony (ed.) Metaphor and Thought. 2nd ed. / G.Lakoff. – Cambridge: Cambridge University Press, – 1993. – p.120

For example: *"Bobby Holloway says my imagination is a three-hundred-ring circus. Currently I was in ring two hundred and ninety – nine, with elephants dancing and clowns cartwheeling and tigers leaping through rings of fire."*[37]

2. Dead metaphors. For example: *"The body of the article"*

3. Mixed metaphors, etc.

"All at once he was alone in this noisy hive with no place to roost."

G.Lakoff talks about three types of metaphor[38]:

1) Bright; 2) Sedentary (petrified); 3. Lexicalized.

Bright metaphors are more common in poetic texts. They mostly arise in context. You can find settled metaphors in business texts, especially in the press are coming. What distinguishes them from vivid metaphors is that they display less imagery and novelty. In order to understand such metaphors, context is considered essential. Lexicalized metaphors are used in everyday speech, literature, and the press, and do not embody imagery like bright and settled metaphors. It is from this point of view that the change of metaphorical meaning is a continuous process, which determines the emergence of new images, meanings and words. In this matter, stylistics and lexicology come together. Some linguists summarize Aristotle's definition of metaphor as follows: metaphor is a violation of language rules, but this violation actualizes the understanding of the relationships of things.[39] After Aristotle, many ancient authors were of the opinion that metaphor belongs only to poetic speech and is not used in everyday speech and ordinary communication. According to some researchers, the first metaphor arises as a result of lexical deficiencies, that is, from the practical needs of communication.[40] Considering the above as acceptable, we come to the conclusion that metaphor compensates for the insufficient

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[37] London, J. White Fang and The Call of the Wild. / J.London. – London: Penguin Books, – 1994. – p. 187

[38] Lakoff, G. Metaphors we live by. / G.Lakoff, M.Johnson. – Chicago: University of Chicago Press, – 1980. – p.122

[39] Серль, Д. Метафора «Теория метафоры». / Д.Серль. – М.: Прогресс, – 1990. – с.315.

[40] Ibid, – p.315.

vocabulary of the language. Second, metaphor arises as an embellishment of language. When a metaphor is a word that performs a decorative function, with its help the idea is expressed more precisely, vividly, expressively and concisely.

E.M.Volf calls metaphor the most important and the most beautiful metaphor.[41] He notes that metaphors are expressions transferred to a meaning other than their original natural meaning for the sake of beauty of speech, or, as grammarians prefer, the transfer of an expression from a place where it is true to a place where it is not.

Gender metaphors seem interesting in the conceptualization of gender. M.D.Leinback, B.E. Hort and B.I.Fagot also note that many qualities associated with gender are abstract in nature. This phenomenon associated with gender characteristics is known as metaphorical gender[42]. This type of metaphor is known as metaphorical gender in the conceptual system. J.Lakoff and M.Johnson showed three types of conceptual metaphor:

1) Coordination; 2) Ontological; 3) Structural.

"I'm going to pieces." (the mind is object) This is an ontological metaphor.

"I'm feeling up." This is an orientational metaphor.

"You disagree?" "Okay, shoot!" (argument is war). This example is a structural metaphor.[43]

In modern linguistics, presenting one metaphorical concept and hiding another one is called conduit metaphor. Conceptual metaphor theory views communication as a complex conduit metaphor. This means that the addressant puts the idea into words and conveys it to the addressee.

"Ideas are objects. It's interesting to realize them."

"Communication is being sent. Your interests surprised us."[44].

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[41] Volf', E.M. Metaphor and Evaluation. / Metaphor in Language and Text / E.M.Volf. – Moscow: Nauka, – 1988. – p.62

[42] Leinback, M.D., Hort, B.E., & Fagot, B.I. Bears are for boys: metaphorical associations in young children's gender stereotypes. // Cognitive development, – 1997. No 12, – p.109

[43] Lakoff, G. Metaphors we live by. / G.Lakoff, M.Johnson. – Chicago: University of Chicago Press, – 1980. – p. 120

[44] Ibıd, – p.242

Sometimes the role of conduit metaphors is more noticeable in the successful detection of hidden metaphors. It permeates our conceptual system and we experience the world through it.

It should be noted that innovative knowledge organizations (innovative knowledge communities) recently consider three types of approaches against the background of metaphorical knowledge, more precisely, in the creation of metaphors and the formation of knowledge (knowledge-creation metaphors of learning)[45]:

1) Monological; 2) Dialogical; 3) Triological.

If the monological approach to the creation of metaphors is an approach to human cognitive activity, the dialogic approach is related to the provision of interaction between cultures and people, and finally, the triological approach is based on the collaboration of people.

When talking about the theories in question, it is appropriate to mention the main focal points, which, according to E.M.Volf, consist of the following:

1. Knowledge acquisition; 2. Participation; 3. Knowledge creation[46].

The first focal point is the process of recognizing the problem in the mind. The second is the participatory process. The third is that the process of generating conceptual antifacts forms the reference points for our investigation.

In contrast to the substitution theory, which considers the metaphor at the word level, in the interactionist theory, it begins to be considered as a word in context. According to many researchers, the disadvantage of the substitution theory of metaphor is that it is characterized by uncertainty close to contentlessness.[47]

The relevant word for M. Foucault was *"the organic uniformity of things."*[48] It would be appropriate to consider this situation as the

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[45] Volf', E.M. Metaphor and Evaluation. / Metaphor in Language and Text / E.M.Volf. – Moscow: Nauka, – 1988. – p.58

[46] Again there, – s. 62.

[47] Palmer, F.R. Semantics // – M.: Vyssaja Skola, A new outline, – 1989. – p. 68.

[48] Фуко, М. Формации стратегии: [Электронный ресурс] // Археология знания. Пер. с фр./ Общ. ред. Бр.Левченко – К: Ника – Центр, – 1996. – 208 с. – (серия «ОР ERAAPARTA»: Вып. 1). URL: http://elena.romek.ru/learning/fuko.html.

relationship between culture and language within the context. In traditional linguistics, there is such a key concept that we call denotation. By denotation we mean one of the components of lexical meaning as a typical representation of the subject in linguistics. A typical representation means that the sound system is concerned not only with a single object, but with the expression of many real objects. Furthermore, not every speaker is capable of determining the meaning of a word, but every speaker has an adequate response to speech stimuli. Following this, we can say with absolute certainty that there is a direct connection between words and things. Otherwise we could not talk. It is necessary to pay special attention to one issue that Aristotle, who is always a supporter of logic, first noted that it is possible to speak reasonably without mastering logical rules.[49]

We often witness the frequency with which different types of metaphors are used in the speeches of US presidents. For example, the *journey* metaphor can be applied here:

(1)/ Let us go forward, firm in our faith, stead fast in our purpose, cautious of the dangers//. (Richard Nixon, 1969-(Let's go forward, firm in our faith, firm in our purpose, beware of dangers). (Richard Nixon, 1969) (2) /Start on this journey of progress and justice and America will walk at your side//. (George W. Bush, 2005 – (Start this journey of progress and justice and America will be on your side). (George W. Bush, 2005) (3) /We continue this journey today//. (Barack Obama, 2009 – (This today is the journey we continue. (Barak Obama, 2009 (4)/ Let it be said by our children's children that when we were tested we refused to let this journey end//.- we refused to finish)[50]. For example: In the sentence We continue this journey today, the president of the United States likens overcoming difficulties together with the people to a long journey and companionship on this journey.

We can say with certainty that the style and the substance of the argument are inseparable. According to ancient rhetoricians, style was a technical device to enhance and embellish important

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[49] Aristotle (ca. 350 BC/1932): Poetics. / Aristotle. (Trans.W.H. Fyfe). – Cambridge: MA: Harvard University Press, – 1932. – 133 p.
[50] Official text of Barack Obama's inaugural address, 2009, Los Angeles Times.

argumentative points. They even distinguished special rhetorical devices such as antithesis and parallelism, which are especially characteristic of the right discourse, where emotional and logical influence dominates. In rhetoric, metaphor is given special attention, because metaphors not only bring emotional tone to speech, but also completeness to intellectual ability.

Analysis of theoretical sources and specific language material related to the topic in the light of conceptual integration theory allowed us to come to the following **conclusions**:

1. The word has a lexical meaning, but the word is not used in isolation, but in the text, in the intra-linguistic and extra-linguistic context. In the text, the word content is limited and the actual meaning emerges with the characteristics of precision, individuality and concreteness. Different relationships between lexical and topical meanings arise in context. The word, as a rule, is first used in a living context and therefore has an actual meaning. If it occurs stereotypically in certain contexts, its actual meaning is known to all users of that language system, and in this case it is codified and put into dictionaries. Its lexical meanings are given here. But as language and society evolve, meaning changes. A word with its own lexical meaning can be used again in a completely different context, and then its actual meaning is born again.

2. All elements of the text relate to each other in the context and determine each other. The result of this counter-determination is quite different from that of the interaction of ordinary words and metaphors.

3. It is required that the speaker (addressant) and the listener (addressee) communicate, as well as they are carriers of the same language system, and they are also required to communicate in the same time period. At this time, the introduction of new information increases the flexibility of mental areas. The fact that the mental areas are open to active information indicates the abundance of the possibilities of the input areas.

4. Conceptual integration theory, as a powerful model in language, is aimed at solving many problems in cognitive theory. As an integrative model of this cognitive activity, creativity in linguistics is combined with other language behaviors. At the same

time, it is a product of human imagination. Conceptual integration helps to represent not only the elements of mental spaces, but also their interdependence and the relationships between them, which allows us to use conceptual integration in the analysis of texts.

5. When participating in the communication process, the ideal speaker understands what is being said and creates the text himself. In the first act, the main goal of the language subject is to understand the ideas expressed in the language. The knowledge used during the coding of transmitted information in linguistic units is not limited to linguistic knowledge.

6. The norms of behavior adopted by the carriers of separate linguistic cultures envisage only the addressant and the addressee. A person who follows this rule of conduct is considered an addressee, and the addressant can be individuals or society as a whole.

7. Sentence models can have basic and additional information as elements of other levels of the language, can enter into a synonymous relationship with each other and, as a result, create syntactic-stylistic paradigms. Means of expression at the syntactic level do not represent syntactic models that carry additional logical and expressive information with the possibility of increasing the pragmatic effect of the thought in the sentence, speech as a whole.

8. The objects of understanding are information, information about the surrounding world and the subject's inner world. Figurative expressions used correctly and in place arouse interest in the conversation, create an effective psychological connection with the listener, and awaken his mental and emotional feelings. For the understanding of the implicit meaning in the mental field, imagination realizes the image function by materializing it.

9. Metaphors create visuality in the cognitive process during cognition, without which the thinking process is impossible.

10. Sometimes, in the successful detection of implicit metaphor, belt metaphors (a metaphor used to talk about the communication process) are more important, because metaphors have penetrated into the conceptual system of a person, and it is through this that he understands the world around him.

The main provisions and conclusions of the dissertation are reflected in the following publications:

1. Mətnlərdə mental sahənin konseptual inteqrasiyas // – Bakı, Azərbaycan Dillər Universiteti, Dil və Ədəbiyyat, – 2019. №1, – s.112-117

2. Konseptual metafor anlayışı // Doktorant və gənc tədqiqatçıların XXIII Respublika elmi konfransı, – Bakı, Azərbaycan Memarlıq və İnşaat Universiteti, – 2019, II cild, – s.158-160.

3. Mechanisms of Conceptualization and Syntactical Representation of the Situation of Reality // İnternational Conference on The Philosophy of Language, Literature and Linguistics, – Bakı: Xəzər Universiteti, – 2019, – s.54.

4. İngilisdilli mətnlərdə konseptual inteqrasiya müasir tədqiqatlarda // – Bakı: Azərbaycan Dillər Universiteti, Dil və Ədəbiyyat, – 2020. №3, – s.56-62

5. İngilis dilli mətnlərdə konseptual inteqrasiya informasiyanın ötürülməsi forması kimi // – Bakı: AMEA, M.Füzuli adına Əlyazmalar İnstitutu, Filologiya məsələləri, – 2021. №3, – s.168-177

6. İngilisdilli mətnlərdə konseptuallaşma zamanı əvəzliklərin rolu // – Gəncə: Gəncə Dövlət Universitetinin Elmi xəbərləri, – 2021. №1, – s.183-186

7. Conceptual İntegration and subtext meaning in English-language texts // – Budapest, Hungary, The Scientific Heritage, – 2021. Vol.4, №66, – p.53-56

8. Концептуальная интеграция и понимание в англоязычных текстах // – Almata, Al-Farabi Kazakh National University, Eurasian Journal of Philology: Science and Education, – 2021. №3(183), – с.4-12

9. English language texts in context and language prism // VIII Международной научно-практической конференции «Человек виртуальный: новые горизонты», – Ukraina, Canada, – 2021, – p.20-22

10. Mətnlər nəticə və proses kimi // International Conference on The Philosophy of Language, Literature and Linguistics. – Bakı: Xəzər Universiteti, – 2021, – s.89.

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