**AMERICAN Journal of Public Diplomacy and**

**International Studies**

*Volume 02, Issue 06, 2024 ISSN (E):2993-2157*

**LINGUOPRAGMATIC CHARACTERISTICS OF ALLEGORICAL MEANS**

***Rajapova Malika Ahmadali qizi***

*A teacher of Kokand state pedagogical institute*

*Email:* [*malikarajapova1993@gmail.com*](mailto:malikarajapova1993@gmail.com)

**Abstract**

*Allegory is a stylistic trope that can make the artistic text and oral speech meaningful and convey the meaning to the listener and reader in a colorful way. Allegory is considered a type of movement and means revitalization. This article talks about the linguocognitive and linguopragmatic features of allegory and their peculiarities.*

**Keywords:***allegory, artistic discourse, stylistic trope, linguistic culture, cognitive linguistics, linguo-pragmatics.*

**INTRODUCTION**

Nowadays, the science of "cognitive linguistics" or "cognitive linguistics" has become very popular in linguistics. This subject is one of the most relevant areas of linguistics, which has a strong place in modern linguistics.

Allegory, a pervasive literary and rhetorical device, operates at the intersection of linguistics, literature, and pragmatics. Allegorical means extend beyond mere figurative language, embedding complex layers of meaning within texts. This article explores the linguopragmatic characteristics of allegorical means, analyzing how they function in communication, influence interpretation, and convey intricate messages within different contexts.

The word cognitive is derived from the English word "cognize- to know, to understand, to understand", and this field is not limited to the theory of knowledge in philosophy, but connects language with thinking (consciousness) and psychological, biological and neurophysiological aspects of its formation. conducts a deep scientific study of the organic connection of aspects with social, cultural and linguistic phenomena. In this respect, cognitive linguistics is connected with various fields such as psycholinguistics, anthropolinguistics, ethnolinguistics, sociolinguistics.

**MATERIALS AND METHODS**

According to Sh.Safarov, the task of cognitive linguistics is to acquire and store knowledge with the help of language, to apply and transmit language in practice, and in general, to connect the language system and structure with thinking as a reflection of the human brain, and to carry out in-depth scientific research.

A. Abduazizov said that the center of complex phenomena such as the creation, transmission, and conscious storage of speech is carried out through the neurons of the brain. By differentiating the form and content of different units in the language, using different concepts, frames, and defining national-cultural and social features, phonological tools are of great help in determining the uniqueness of each nation or ethnic group. Human language is "voiced" and its great importance in creating content is studied in cognitive phonetics and phonology, so it should be recognized as the main component of cognitive linguistics. A person's reaction to everyday events is inextricably linked with the practical application of the cognitive theory of language. Already, on the basis of our life experience, knowledge and skills, which have been formed over the years, we can think about objects, events, events that exist in reality in one way or another, and based on this, our speech in the process of conversation we achieve a smoothness.

It is known that cognitive activity begins with a person's direct perception and feeling of reality. Sensual perception prepares the ground for the formation of a symbol of this fragment of reality in thought. In the process of perception of reality, a subject-object relationship arises based on the unique mutual opposition of the performer of cognitive activity - the subject and the object of this activity. All stages of cognitive activity are based on the same relationship. In modern linguistics, the cognitive direction is closely related to the analyzes at the lexical-semantic level, according to which language is a general cognitive mechanism, and performs the function of information presentation, code transmission and transformation in the form of a cognitive weapon. is also a sign system. In cognitive linguistics, the mechanisms of full acquisition of information are studied with the help of cognitive structures and methods characteristic of a person. After all, words expressing intensity also serve to express knowledge and imagination about existence.

**RESEARCH AND DISCUSSION**

In order to understand the meaning of a word, we only need to know its semantic structure. We should also be aware of the features of thinking, ways of thinking and knowing the world with the help of language elements of people who speak a certain language. Because it is difficult to assign these tasks to a purely linguistic analysis of words. In order to gain a deeper understanding of the nature and essence of the language phenomenon, it is necessary to put on the agenda of our research the issues related to the speaker's knowledge of existence and "cooking" it in his mind and freely transmitting it to the listener in his own language (speech). is doing The field of linguistics has an ancient history, and it goes back to the beginning of human history. When humanity expresses its opinion on the events around it, it widely uses the unique methods of linguistics, as well as stylistic tropes. Allegory is one of them. It is no exaggeration to say that allegory has a long history and has become an integral part of the fields of linguistics and literature.

In linguistics, three types of metaphors are distinguished in terms of content, that is, typical metaphors, animation and stylistic metaphors. Animation is one of the important tools that give imagery in artistic speech. Animating is an image method that appears by transferring the characteristics of people to inanimate objects, natural phenomena, animals, birds, etc. Diagnosis - personalization. Depicting inanimate objects as human beings. Treating inanimate objects as if addressing people is also a form of animating. This phenomenon is called apostrophe. For example, "Whisper-whisper of empty leaves, murky rain, soft grasses, capricious wind, you are my simple trees and the chaos of the sky that I don't dare to bend - we are all connected by lonely longing. Intoq means to describe as a speaker, to speak like people. Some defects, shortcomings, and objects characteristic of people are shown figuratively. This movement, which is called an allegory in European literary studies, is also based on the "speaking" method. In instant animation, objects and objects, animals speak like people.

Allegory is a type of symbol, which is the use of a symbolic word (image) that represents a concrete image instead of an abstract concept of an event or thing, that is, a vague concept (concept) is used by many people. a method of expressing known things with specific symbols. Also, an allegory expresses an abstract concept or idea through a concrete image. For example, the word "wolf" means evil, evil; The first examples of allegory are the use of the word "fox" to express cunning. Concepts of symbolism, allegory and myth are often used side by side. Because these three tools of artistic representation allow the writer to explain his opinion clearly, soberly and morally. If ever a literary genre was created for consumer research, we can call that literary genre unhesitatingly allegory. As mentioned above, this word is derived from the ancient Greek "allegoreo", which means to talk about another under one meaning. According to Barbara B. Stern's research, allegory means "building on top of". In conclusion, the history of the study of allegory goes back to the very distant past, in particular, this stylistic trope can be found not only in artistic speech, but also in every aspect of our daily life, in journalism, poetry, and religious books.

Allegory involves using symbolic figures, actions, or events to convey deeper meanings and abstract concepts, often moral, political, or philosophical. Unlike metaphors or similes, which create direct comparisons, allegory constructs a parallel narrative, inviting readers to uncover hidden messages. Classic examples include John Bunyan’s "The Pilgrim’s Progress" and George Orwell’s "Animal Farm." The linguopragmatic approach combines linguistic analysis with pragmatic considerations, examining how language functions in context to achieve communicative goals. This perspective is crucial for understanding allegory, as the interpretation of allegorical means relies heavily on contextual factors, cultural knowledge, and the interaction between text and reader.

Linguistic Features of Allegory

Several linguistic features characterize allegorical means:

Symbolism: Allegory relies on symbols—words, phrases, or narratives that signify meanings beyond their literal sense. For instance, in "Animal Farm," the farm represents a society, and its animals symbolize different social classes and political figures.

Extended Metaphor: Allegories often employ extended metaphors, where a single metaphorical framework is developed throughout the text, providing a cohesive structure for the underlying message.

Narrative Structure: The narrative in an allegory functions on two levels: the surface story and the deeper, symbolic narrative. This dual-layered structure demands active interpretation from the reader.

4. Pragmatic Aspects of Allegory

Pragmatics focuses on how meaning is constructed in interaction and context. Key pragmatic aspects of allegory include:

Contextual Interpretation: The meaning of allegorical elements depends on the reader’s ability to recognize and interpret the symbolic references within the cultural and historical context of the text.

Illocutionary Force: Allegorical statements often carry illocutionary force, performing actions such as warning, criticizing, or instructing, which are discerned through the allegorical narrative.

Inference and Implicature: Readers must infer the intended meaning behind allegorical elements, navigating implicatures that suggest meanings not explicitly stated in the text.

**CONCLUSION**

Allegorical means, with their rich symbolic and interpretive potential, are a fascinating subject of study within linguopragmatics. By examining the linguistic features and pragmatic aspects of allegory, we gain insights into how complex meanings are constructed and communicated through language. Understanding the linguopragmatic characteristics of allegorical means not only enriches our appreciation of literary and rhetorical works but also enhances our ability to interpret and engage with the deeper messages embedded in texts across cultures and contexts.

**REFERENCES:**

1. Stephen Browna, Lorna Stevensb and Pauline Maclaran, “What’s the story, allegory?”, CONSUMPTION MARKETS & CULTURE. https://doi.org/10.1080/10253866.2021.1948840
2. Boboxoxnova L. T. “Ingliz tili stilistikasi” Toshkent, O’qituvchi. 1995. 72- bet
3. Rajapova Malika Ahmadali qizi, Allegorical means specific to oral speech, Europian Journal of Innovation in Nonformal Education (EJINE) Volume 2, Issue 2, ISSN:2795-8612
4. Stephen Browna, Lorna Stevensb and Pauline Maclaran, “What’s the story, allegory?”, CONSUMPTION MARKETS & CULTURE. <https://doi.org/10.1080/10253866.2021.1948840>
5. Rajapova, Malika. "LINGVOCULTUROLOGY AND ITS PECULIARITIES AS NEW BRANCHES OF CONTEMPORARY LINGUISTICS." *Scienceweb academic papers collection* (2021).
6. Rajapova, M., & Sheraliyeva, N. (2022). Teaching english through fairytales. Scientific Research Results in Pandemic Conditions (COVID-19), 1 (06), 186-189. Retrieved from.
7. Rajapova, M., & Sheraliyeva, N. (2022). Teaching english through fairytales. Scientific Research Results in Pandemic Conditions (COVID19), 1 (06), 186–189.
8. Nishonova, S. M., Sheraliyeva, N. A. Q., & Satimova, H. K. (2021). THE IMPORTANCE OF INTERCULTURAL COMMUNICATION IN FOREIGN LANGUAGE LEARNING. *Oriental renaissance: Innovative, educational, natural and social sciences*, *1*(5), 958-965.
9. Rajapova, M., & Sheraliyeva, N. (2020). Teaching english through fairytales. *Результаты научных исследований в условиях пандемии (COVID-19)*, *1*(06), 186-189.
10. Ganiyevich, M. T., & Saminovna, M. D. (2023). Factors in The Formation of a Healthy Lifestyle Among University Students. *Journal of Advanced Zoology*, *44*(5).
11. Ganievich, M. T. (2023). STUDYING PHRASEOLOGY IN UNIVERSITIES. *Confrencea*, *12*(12), 122-127.
12. Mirzaliev, T. G. (2022). The effectiveness of the use of innovative methods in teaching Russian language and literature. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 8.036*, *11*(12), 296-298.
13. Mirzaliev, T. G. (2023). SCIENTIFIC TEXT AS A SOURCE OF ENRICHMENT OF PROFESSIONAL SPEECH. *International Bulletin of Applied Science and Technology*, *3*(3), 84-88.
14. Tajiyeva, F., & Mirzaliyeva, D. (2020, November). HIGH ALTITUDE DISTRIBUTION OF ENDEMIC SPECIES OF THE GENUS SCUTELLARIA L. IN THE FLORA OF UZBEKISTAN. In *Archive of Conferences* (Vol. 9, No. 1, pp. 57-59).
15. Dilfuza, M. (2023, June). EXPLORING THE BENEFITS OF BILINGUALISM IN EARLY CHILDHOOD. In *" CANADA" INTERNATİONAL CONFERENCE ON DEVELOPMENTS İN EDUCATİON, SCİENCESAND HUMANİTİES* (Vol. 9, No. 1).
16. Ganiyevich, M. T., & Saminovna, M. D. (2023). Factors in The Formation of a Healthy Lifestyle Among University Students. *Journal of Advanced Zoology*, *44*(5).
17. Saminovna, M. D., & Solijanovna, M. D. (2021). Integrated Approach to Russian Language Lessons. *Academicia Globe*, *2*(04), 179-182.