



THE ROLE OF METAPHOR IN THE WINGS OF DOVE FOR HENRY JAMES DYNAMIC COGNITIVE APPROACH

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ABSTRACT	KEY WORDS
<p>In the perspective of the dynamic Cognitive method, this thesis discusses the function of metaphor in the dove's wings. The difference and contrast between the two words is referred to by the notion of cognitive linguistics (thinking and experience), which combines thinking and meditation while cognitive combines experience and reality. Theory is a property of the mind, but experience is a property of reality. Consequently, the question of how mind and reality are related arises.</p> <p>A branch of linguistics known as cognitive linguistics analyses language in terms of concepts that underlie its forms and are sometimes universal and other times unique. It shares this relationship with semantics but differs from psycholinguistics, which uses scientific data from cognitive psychology to explain the mental mechanisms underlying the learning, storing, producing, and understanding of speech and writing.</p>	<p>cognitive linguistics', convergent methods, dynamic Cognitive, The wings of the dove, The discursive approach.</p>

Introduction

This study gives a general review of cognitive linguistics' foundational ideas and techniques, especially as they relate to semantic and syntactic problems. Here, the term "cognitive linguistics" refers to a method of studying language that emerged in the 1970s and has become more prevalent since the 1980s. A contemporary school of linguistic theory and practice is cognitive linguistics. It is interested in examining how human languages, the mind, and socio-physical experience relate to one another. It first appeared in the 1970s (Fillmore, 1975; Lakoff & Thompson, 1975; Rosch, 1975) and evolved from discontent with the formal approach to language that dominated linguistics and philosophy at the time. Although cognitive linguistics has philosophical roots, it has always been heavily impacted by the theories and research from the other cognitive sciences that arose in the 1960s and 1970s, especially cognitive psychology. Now, the topic of human categorization is addressed in this work, particularly in light of the approaches taken by Charles Fillmore in the 1970s and George Lakoff in the 1980s. Older traditions like Gestalt psychology, as used by Leonard Talmy and Ronald Langacker, have also been significant.

Last but not least, research on the neurological bases of language and cognition has long influenced the nature and content of cognitive linguistic theories. This effect can be traced back to early studies on how visual biology constrains our term systems to more current work on the neural theory of

language. A wide range of convergent methods from the cognitive sciences can now be used to assess predictions that cognitive linguistic theories have made in recent years thanks to their increased sophistication and complexity (Talmy, 2000, p. 3).

Stories are linguistic artefacts, but they require a language theory that enables the analyst to deal with emergent interpretation patterns and concerns of meaning and form in some way. It seemed worthwhile to test cognitive linguistics in a broad literary context because its main goals are to clarify form-meaning mapping and elucidate underlying cognitive concepts. In the narrative context, where forms are less naturally in focus and meaning is of primary interest to readers and analysts alike, cognitive linguistics opens new avenues for research into both form and meaning (Dancygier.2012.p.195).

Chapter one

1-Opening Statements

1.1.An explanation of the issue

The discursive approach, which considers the dynamics of languages as a form of cognition, must be added to the cognitive approach in the methodology of scientific cognition. This strategy enables the dialogic aspect of various cognitive forms and processes of text interpretation and analysis to be revealed. Literature that is original and innovative is built on the foundation of language. the capacity of humans to tell, comprehend, observe, and create events in their minds. The human being should resume an effort to comprehend people for who they are. Given significant scientific advancements, the objective appears to be more achievable, and more and more work is being done in that direction.

1.2.Purpose of the study:

The study's purpose is to examine The Wing of Dove's metaphors within the framework of the dynamic cognitive method.

To clarify and explain the whole meaning of The wings of the Dove, the researcher will look into how metaphor shapes the meaning of metaphor in the text.

1.3.Value of the research

- 1-The study is capable of preserving the dynamic Cognitive approach worth within the dove's wings.
- 2-The research illuminates the value of the Dynamic Cognitive method in the wings of the dove.

1.4.The study's purview

- 1-The study is related to the Dynamic Cognitive method described in the Dove's Wings.
- 2-The study concentrates on the Dynamic Cognitive strategy that is highlighted in the dove's wings.

1.5. Hypothesis:

The researcher believes that the following five main hypotheses underpin the cognitive linguistics perspective on language:

- 1 – Language is not a separate cognitive ability.
2. There are no metaphors in the language used in regular conversation.
3. Any topic can be understood in its entirety without the use of metaphor.

4. Language may only be contingently true or false if it is literal.
- 5-All definitions provided in a language's lexicon are literal and not figurative.
- 6-No metaphors are employed; all of the concepts used in grammar are literal.

1.6. Date collection procedure:

1. Using the cognitive technique, elucidate the metaphor's concept.
- 2-Using different types of metaphors in the dove's wings.

Chapter two

2.1. Introduction

To examine something that is under the purview of a social science or branch of science, it is crucial to have some understanding of the underlying assumptions and philosophies. Researchers and theorists will hold certain views about how the world functions, and these beliefs will have a significant impact on the questions they pose, the actions they take, and the conclusions they draw. Although the range of these ideas is enormous and they are not necessarily visible or universally held by those who work in the field, it is nonetheless feasible to pinpoint certain beliefs that, taken together, serve to characterize a given sector. The wings of the dove, a passage that has been read aloud by practically every community in the world for centuries without regard to cultural indices like age, education, gender, or race, is metaphorically analyzed. The use of metaphorical terms is one of the distinguishing characteristics of religious discourse. When we investigate. This type of discourse is the epitome of metaphor. As a matter of fact, because the Qur'an is written for human understanding, several of its chapters artfully use metaphorical terms. The reason for this is that ideas or notions that have no physical equivalent are incomprehensible to humans.

To make abstract ideas understandable to our minds, metaphorical representations are used to translate the real or physical aspects of what we know or experience into comparisons with other abstract notions. Thus, a metaphor is a figure of speech that heavily relies on comparison to achieve its effect. A metaphor implies a comparison between two unlike entities, as opposed to a simile, which makes an explicit comparison clear by using the words like or as. To achieve a certain aesthetic or rhetorical effect, metaphor is used.

According to Abdelwali (2007.p176), The Quraan was a contemporary scripture; as such, its language, style, eloquence, reasoning, idiom, metaphor, symbol, and parables were all cleverly entrenched in the context of the time in which they were written.

Posit that knowing the rich metaphors that enhance a work is necessary for a greater grasp of it. Given the nature of storytelling style and how cleverly metaphorical its narration is, we frequently face metaphor while dealing with the language of religious discourse. In actuality, since the Qur'an is written for human understanding, metaphorical phrases are often used in its sections. The cause is that ideas or notions that are incompatible with the physical and socio-cultural reality are incomprehensible to humans. The other world (the hereafter) is a place that cannot in any way be compared to the one we currently live in. It involves things that the mind has never imagined, the ear has never heard, and the eye has never seen. To help us visualize and come to grips with the other world that resides outside of our tangible domain of experience, including metaphor, is necessary for us to comprehend the truth of this kind of universe.

2.2. Cognition

According to Coxon (2004, P.3), the word "cognition" is derived etymologically from the Latin root "cognoscere," which means "to become acquainted with." Since cognoscere is composed of the words "co- gnoscere" and "to come to know," cognition can be defined as the process of acquiring new knowledge by filling in the gaps that must be filled in order to lessen uncertainty.

2.3. Definition

However, the term "cognition" is employed in different disciplines in a variety of hazily linked ways. Anshakov and Gergely (2010, P.1) investigate that Cognition is the subject of various scientific disciplines such as psychology, cognitive science, philosophy, and artificial intelligence .

According to Kelly (1996, P. 65), cognitive science is the investigation of the connections between and integration of cognitive psychology, biology, anthropology, computer science, languages, and philosophy. It represents an effort across disciplines to deal with essentially the same problem that cognitive psychology faces. What is a representation of knowledge? How are sensory experiences converted into meaningful objects and events by the standard system? How is memory processed ?

the examination by cognitive scientists of how people comprehend natural language. Additionally, how it might be processed by a machine might entail factors that are equally scattered throughout academic fields. including physical acoustics, psycho physics, linguistics, psycholinguistics, the study of discourse processes (which involves issues of reasoning, planning, and knowledge representation, frequently studies in artificial intelligence as well as issues of semantics such as are studies in philosophy of language and philosophy of mind), as well as studies in artificial intelligence;

Regarding philosophy According to Anshakov and Geregely (2010, P. 2), cognitive science is the branch that focuses on the sources, structure, techniques, and validity of knowledge. As a result, it also investigates cognition as the capacity to produce new knowledge and advance existing knowledge. How information discovery affects knowledge development generally is the main topic here. When seen in a social or cultural context, cognition is used to describe how ideas and knowledge grow naturally among a community of people. In the philosophy of science, which is closely tied to epistemology, scientific discovery is a crucial topic.

One of the fundamental objectives of artificial intelligence is the development of intelligent systems. Which cognition is important to study in regard to this? Cognitive systems are intelligent systems with cognitive capabilities. Various attempts to construct cognitive systems have been made, primarily varying in their methodologies.

Searches, Kendell, 2009, p. 187): The current consensus in cognitive science is that there are at least three separate levels and ways in which intelligent systems are set up when it comes to trying to comprehend cognition.

- 1- The physical or biological level.
- 2-Level two is metaphorical or synthetic.
- 3- The level of knowledge or semantics.

At each of these levels, there is some validity to the assertion that there are several generalisations. There are certain behavioural patterns that can only be described by referring to biological principles, such as the reasons why people's reactions slow down when they drink alcohol, why they become agitated when sleep deprived, why their memories deteriorate with age, and why some behaviours alter dramatically and suddenly.

A series of revolutions and responses can frequently be used to describe the development of science. The early 20th century cognitive revolution, which was a response to the behaviourist revolution of the same era, is where cognitive science first emerged. In turn, behaviourism was a response to the late 19th and early 20th century tradition of introspection. The connectionist revolution, which took place more recently, was a response to the symbolic assumptions made by the computational core of cognitive research. Two new concepts on the intellectual landscape scenarios and embodiment emerged in the middle of the 1980s, at the same time that connectionism was coming to the attention of mainstream cognitive science. These were swiftly followed by a third in the early 1990s: dynamics. Situations generally refer to the influence that an agent's ongoing contacts with its immediate environment have on that agent's behaviour. Contrarily, embodiment is concerned with how a genet's physical characteristics and physique affect its behavior

Finally, according to Calvo and Gomila (2008, P. 99), dynamical approaches place an emphasis on the temporal aspect of behaviour while attempting to analyse agents using the theories and methods of dynamical systems theory. Of course, none of these concepts are especially fresh.

What does the term "cognitive approach to grammar" mean According to Talmy (2000, P. 475), cognitive linguistics is a group of techniques rather than a single, undeveloped theory. This is especially clear in the cognitive method used to study grammar. Some cognitive linguists, like Ronald Largacker in his incredibly thorough theory, are primarily interested in outlining the cognitive mechanisms and principles that might account for the characteristics of language. Cognitive Grammar is used in the development of Leonard Talmy's conceptual organising system model. Others, known as construction grammars, are mainly interested in describing and defining the language units or contractions that make up a grammar.

Both methods consider the grammar as a list of symbolic units rather than a set of rules or guiding principles.

This supports the argument that, contrary to generative models of grammar, the language system functions primarily via "strong it" as shown in Figure.

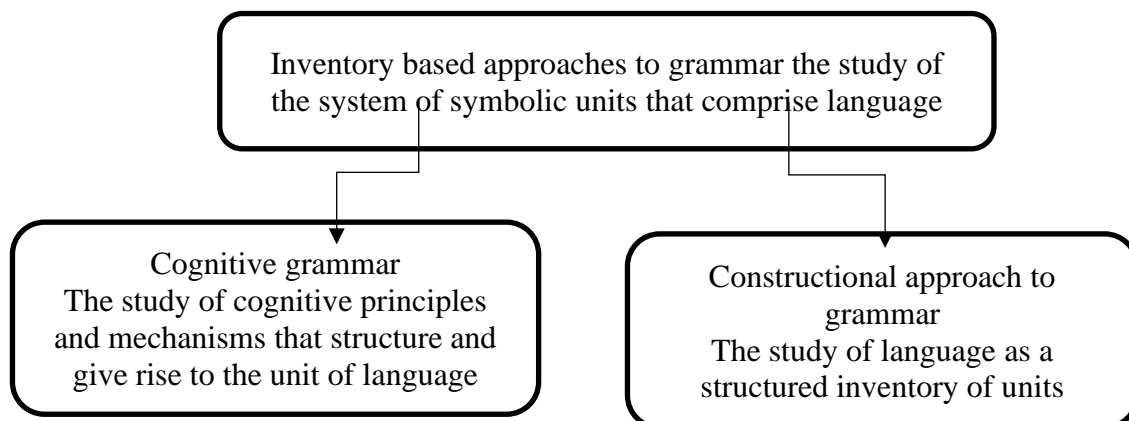


Figure (1) Inventory based approaches to grammar

2.5. Grammar's conceptual underpinnings

The closed-class or grammatical subsystem, which includes grammatical words and morphemes as well as grammatical categories and functions, is what we mean when we use the term "grammar" in this context. From a cognitive linguistic standpoint, the possibility of several interpretations of a given event should not be particularly surprising or necessitate a lot of justification. The fact that languages routinely provide ways for various types of construal is more significant from a linguistic perspective. In an effort to group construal phenomena into a manageable number of fundamental types, cognitive linguists, most notably Langacker and Talmy, have developed a number of categorization schemes. However, these classificatory systems appear to display a significant amount of arbitrariness.

2.6. The dynamic cognitive strategy

The discursive approach, which considers the dynamics of languages as a type of cognition, must be added to the cognitive approach in the methodology of scientific cognition, according to Polyakov and Sdovyev (2012, P.94). This method enables the origin of several cognitive forms, ways of text analysis and interpretation, and their dialogic nature to be shown.

According to Talmy, force dynamics is a fundamental idea that underpins grammatical categories, like English modal verbs, and that organises the meaning of numerous lexical elements. The idea has been beneficial for analysing prepositions, conjunctions, logic - gators, and other language expressions, as well as sentence structure and grammatical concepts like subject and object.

According to Ranchman and Shafran (1998, p. 208), historical linguistics is a relatively new branch of linguistic theory. Although it is never easy to pinpoint a theory's exact birthdate, 1987 had a significant role in the development of this hypothesis. Three of its founding texts—Lakoff's *Women, Fire, and Dangerous Things*, Langacker's *Foundation of Cognitive Grammar*, and Mark Johnson's *The Boy in the Mind*—were published in this year. The worldwide cognitive linguistics association's response in 1989 and the first publication devoted to the transmission of its ideas, as well as the cognitive linguistics conference in 1990, are some further dates that may help us understand the temporal development of this theory. The fact that there are now only four or five introductions to cognitive linguistics—the first of which was published in 1996—is another indication of the theory's young. The first introductions in Spanish were published in 1994 and 1999, respectively. This all suggests that cognitive linguistics is a relatively new theory that has been evolving continuously for the past fifteen years or more. It is currently virtually impossible to keep track of all the works published inside the framework due to the exponential growth in publications throughout this time period.

The main goal of cognitive linguistics is to better understand how language, the mind, and socio-physical experience interact. To express their frustration with formal approaches to language, the earliest pioneers in cognitive linguistics turned to painting.

Early research, particularly in the 1970s, was dominated by a rather small number of academics headquartered on the western seaboard of the United States, according to Evans (2007, P. 7). Northern continental cognitive linguistics study started to gain hold in the 1980s.

Europe, especially Belgium German and Italian Early in the 1990s, cognitive linguistics research was proliferating across North America and Europe, and there was a sizable international community of scholars who identified as cognitive linguists. The worldwide cognitive linguistics society and the

journal Cognitive Linguistics were both founded in 1989 or 1990. Arnold Langacker (1991 2002: XV) noted that this signalled the beginning of cognitive linguistics as a broadly based, conscientious academic movement: With a thriving international cognitive linguistic community and national cognitive linguistics associations in many different nations throughout the world, cognitive linguistics is currently one of the theoretical linguistics fields that is growing the fastest. It is also one of the most fascinating fields of study within cognitive science because of its interdisciplinary nature.

Given that it is not a single theory, Geeraerts (2006, P.3) refers to cognitive linguistics as a movement or a "enterprise." Instead, it is a method that has accepted a similar set of guiding principles, assumptions, and viewpoints that have produced a wide variety of complementing, overlapping, and (at times) conflicting ideas.

Chapter three

31. Theorising conceptual metaphors

One of the earliest theoretical frameworks to be recognised as a component of cognitive semantic enterprise was metaphor theory, which gave the cognitive approach a lot of its early theoretical drive.

In his book Cognitive Linguistics: Basic Readings (Geeraerts, 2006, p. 293), Geeraerts makes reference to. The study of metaphor is a part of rhetorical studies. This field of study was first developed in ancient Greece and concentrated on providing instruction in the use of rhetorical strategies to persuade listeners to a certain point of view. One of these tactics, referred to by rhetoricians as tropes, was metaphor.

First, Zoltan mentions that (Zoltan. 2002.p139) defines five recognized characteristics of metaphor. Metaphor is a linguistic phenomenon and a quality of words. For various aesthetic and rhetorical purposes, the second metaphor is used. Third, the two entities that are compared and recognized must share certain similarities. Fourth, the skillful use of metaphor, which is the deliberate and conscious usage of worlds, calls for. Fifth, since metaphor is a figure of speech that we cannot do without since it is a component of human mind and reasoning, (Lakoff and Jhonson)1980 effectively showed how prevalent metaphor is in our daily communication and thought. Conceptual metaphor theory has been highly influential both within cognitive linguistic and within the cognitive and social sciences, particularly in neighboring discipline. The following are the main components of metaphor theory:

- 1-The metaphor's directionality
- 2-Motivation for target and source
- 3-Metaphoric implications
- 4-System of metaphors
- 5-metaphors and picture schemas
- 6-Invariance
- 7-The metaphor's conceptual essence 8-Hiding and highlighting

3.2. Metaphor's nature

1. The primary method through which humans understand abstract ideas and engage in abstract reasoning is metaphor.

2- Many topics, from the most commonplace to the most complex scientific ideas, may only be understood through metaphor. Fundamentally, metaphor is an intellectual, not a verbal, phenomenon.

3- The surface manifestation of conceptual metaphor is metaphorical language.

4- A sizable portion of our conceptual system is not metaphorical, despite the fact that a lot of it is. Metaphorical comprehension is not based on metaphorical comprehension.

5- Metaphor enables us to comprehend a largely abstract or fundamentally unstructured topic matter in terms of a more concrete or at the very least, a subject matter that is highly structured.

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4- The metaphorical structure

1. Metaphors map to many conceptual fields.

2- These mappings are incomplete and asymmetric.

Three. Each mapping consists of a predetermined set of ontological correspondences between things in the source domain and those in the target domain.

4- Mappings can map source domain inference patterns onto destination domain inference patterns when such fixed correspondences are engaged.

5- Metaphorical mappings adhere to the invariance principle: The source domain's image-schema structure is projected onto the target domain in a manner consistent with the target domain's inherent structure.

6- Mappings are not arbitrary; rather, they are based on information and experience gained from daily life.

7- A conceptual system is made up of a highly structured subsystem that includes thousands of traditional metaphorical mappings.

8- The invariance principle is followed by both types of mappings, conceptual and visual mappings.

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