

CONCEPTUAL METAPHORS AND FRAMING DEVICES IN THE REPRESENTATION OF FICTION IN ENGLISH FAIRY TALES

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Abstract. This article examines the use of conceptual metaphors and framing devices in the depiction of fiction in English fairy tales. Drawing on cognitive linguistic theories, the study examines how metaphorical structures shape readers' understandings of fantasy, morality, and human experience. Conceptual metaphors such as "Life is a Journey," and "Knowledge Is a Vision" are frequently used to create deeper meanings and reinforce cultural values. In addition, framing devices such as narrative unfolding, character archetypes, and recurring motifs guide interpretation and enhance engagement with the text. Through a qualitative analysis of selected English fairy tales, including Jack and the Beanstalk and Little Red Riding Hood, this article highlights how language not only tells a story but also shapes the worldview embedded in the story. The findings contribute to a broader understanding of how fiction in children's literature is cognitively and culturally structured.

Keywords: conceptual metaphor, framing device, cognitive linguistics, English fairytales, cultural values, narrative structure;

Abstrakt. Ushbu maqolada ingliz xalq ertaklarida badiiy obrazlarni tasvirlashda kontseptual metaforalar va kadrlashtirish (framing) vositalaridan foydalanish masalasi o'rganiladi. Kognitiv tilshunoslik nazariyalariga tayangan holda, ushbu tadqiqot metaforik tuzilmalar o'quvchilarning fantaziya, axloqiy qadriyatlar va insoniy tajribalarni anglashiga qanday ta'sir ko'rsatishini tahlil qiladi. "Hayot – bu sayohat", "Bilim – bu ko'rish" kabi kontseptual metaforalar chuqur ma'no yaratish va madaniy qadriyatlarni mustahkamlashda tez-tez qo'llaniladi. Bundan tashqari, voqeani bosqichma-bosqich bayon qilish, xarakter arxetiplari va takrorlanuvchi motivlar kabi kadrlashtirish vositalari matnni talqin qilishni boshqaradi hamda unga bo'lgan qiziqishni kuchaytiradi. "Jak va Sehrli Dukkak" hamda "Qizil qalpoqcha" kabi ingliz ertaklari misolida olib borilgan sifatli tahlil orqali maqola til faqat hikoya aytish vositasi emas, balki hikoya tarkibidagi dunyoqarashni shakllantiruvchi omil ekanini yoritib beradi. Tadqiqot natijalari bolalar adabiyotidagi badiiy matnlarning kognitiv va madaniy jihatdan qanday shakllantirilganini kengroq anglashga hissa qo'shadi.

Kalit so'zlar: kontseptual metafora, kadrlashtirish vositasi, kognitiv tilshunoslik, ingliz ertaklari, madaniy qadriyatlar, hikoya tuzilmasi;

Introduction. English fairy tales have played a significant role in shaping cultural values and moral concepts across generations. Behind their simple

narratives lie deep cognitive and linguistic structures that influence how fiction is expressed and interpreted. The theory of conceptual metaphor, based on cognitive linguistics, proposes that people understand abstract ideas through metaphorical thinking. Metaphors such as “Life is a page” or “Good is up” that are common in fairy tales help readers connect emotionally with the story and understand its deeper meanings.

Framing devices, such as opening phrases (“Once upon a time”), character types, and recurring patterns, also support comprehension by providing familiar narrative structures. These devices help shape the fictional world in a way that is consistent with cultural assumptions and cognitive patterns.

This article examines how conceptual metaphors and framing devices work to construct meaning in English fairy tales. Through an analysis of selected stories, including Jack and the Beanstalk and Little Red Riding Hood, he reveals how language, culture, and perception interact in the construction of fictional narratives.

Methodology. This study uses qualitative text analysis to examine conceptual metaphor and framing devices in selected English fairy tales. Popular fairy tales such as Cinderella, Jack and the Beanstalk, and Little Red Riding Hood were selected for their cultural significance and rich narrative structure.

The analysis is based on Lakoff and Johnson’s (1980) theory of conceptual metaphor. First, metaphorical expressions are identified and categorized. Next, framing elements such as narrative opening, character types, and repetition are analyzed to explore how they guide interpretation.

This approach helps to identify how language and structure in fairy tales shape meaning and reflect cultural values.

Results. The analysis identified several dominant conceptual metaphors in English fairy tales, including “Life is a journey”, “Good is up” and “Evil is dark”. These metaphors help to shape the moral and emotional aspects of the stories, making abstract ideas easier to understand for young readers. For example, in “Jack and the Beanstalk”, the metaphor “Life is a journey” is expressed through Jack’s physical climb up the beanstalk, symbolizing personal growth and adventure. The metaphor “Good is up” is reflected in Jack’s ascent towards “good” or desired goals, while the giant below represents danger or evil.

In “Little Red Riding Hood”, the metaphor “Evil is a dangerous beast” is clearly expressed in the wolf, a symbol of threat and deceit. The story also emphasizes the metaphor “Innocence is fragile”, emphasizing the need for vulnerability and protection through the character of the young girl. In addition, common framing devices were identified across the tales. Most stories began with the familiar phrase “Once upon a time,” used archetypal characters such as a brave hero or an evil villain, and followed a predictable narrative pattern. These elements created a stable framework that guided the reader’s assumptions and interpretations.

Discussion. The findings suggest that conceptual metaphors and framing devices work together to shape how readers understand fiction in English fairy tales. Metaphors such as “There is a good way” and “Life is a Journey” make complex ideas more accessible, especially for children. These metaphors also reflect shared cultural beliefs and values. Framing devices such as repeated narrative patterns, familiar characters, and opening phrases help create a coherent narrative structure. They not only support comprehension but also strengthen emotional connection to the story. The inclusion of Jack and the Beanstalk and Little Red Riding Hood as case studies demonstrates how specific metaphors work in different narrative contexts to convey cultural messages. Together, these elements demonstrate how the language in fairy tales is carefully constructed to teach, entertain, and convey cultural meaning.

Conclusion. This study highlights the important role of conceptual metaphors and framing devices in shaping the imagery of fiction in English fairy tales. Through metaphorical thinking, abstract ideas are made comprehensible and emotionally engaging. Framing elements provide structure and familiarity, helping readers navigate the story.

These linguistic devices support the co-creation of meaning and reflect the cultural and cognitive foundations of storytelling. Understanding their function deepens the appreciation of fairy tales as powerful vehicles of cultural knowledge and values, not just entertainment.

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