Metaphor in Didactic Discourse

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Abstract:
"If your daily life seems poor, do not blame it; blame yourself, tell yourself that you are not poet enough to call forth its riches; for to the creator there is no poverty and no poor indifferent place." (Rainer Maria Rilke, *Letters to a Young Poet*, 2016)
Metaphors allow the reader to enter a fascinating world or multiple miraculous worlds developed in the spectacle of words.
Metaphor is the most frequent, most unpredictable and most expressive of figures of speech.
Metaphor is an artistic process by which an ordinary object is replaced with an unusual one, based on a real or imaginary correspondence.
Metaphor is the process by which a change in meaning is produced by substituting words, resulting in the introduction of a new, unforeseen element into the linguistic expression, based on similarity and abstraction, retaining from the multiple attributes of the term only one very particular one that dominates the others.
Metaphors usually create a similarity or analogy. Metaphors express reality in a way that is pleasing to the ear. Speaking in metaphors can lead in two ways, either to speak to please someone or to speak sarcastically.
Metaphor is not just a figure of speech studied in school, it is part of our everyday lives.

Keywords: *metaphor*, *terminology*, *didactic discourse*, *significance*, *communication*.

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Introduction

Didactic discourse represents the totality of verbal, nonverbal and written interactions that take place between the educator and the students in the learning process. This type of discourse is essential in the educational environment, as it facilitates not only the transmission of information, but also the building of interpersonal relationships, the development of cognitive and emotional skills of students. In essence, didactic discourse is not limited to the simple communication of knowledge, but also incorporates pedagogical strategies adapted to the needs and particularities of the group of students.

This form of discourse is manifested through a variety of types of communication, which include oral presentations, discussions, explanations, questions and answers. Also, an important element of didactic discourse is feedback, which allows the educator to evaluate the students' understanding and adjust the pedagogical approaches according to their reactions and needs. Basically, an effective didactic discourse is based on the principle of interactivity, promoting a collaborative and participatory learning climate.

The definition of didactic discourse cannot be dissociated from the cultural and social context in which the educational act takes place. Thus, the way in which educators communicate and interact with students can vary significantly from one country to another, and may reflect specific characteristics of the local educational system.

Didactic discourse is a fundamental element of education, in which not only knowledge is transmitted, but also values, attitudes and skills necessary for building an informed and involved society. A deep understanding of this type of discourse is crucial for improving educational practices and adapting to the constantly changing needs of the education paradigm.

Didactic discourse - connection of concepts

Although the notion of grammar was at the heart of the study of language until the 18th century, it was limited to the status of a component from the 19th century onwards. The term "linguistics" appeared in 1820. The name "grammar" is based on the Greek *gramma* (plural *grammata*), which means "letter(s)". What is a letter? A letter is the basic unit of a word. The assembly of letters gives a word (synthesis); the subdivision of a word gives letters (analysis). Therefore, the name "*grammar*" carries with it the notion of an analytical-synthetic movement. Linguistics, on the other hand, derives from the Latin lingua. What is a *language*? There are two answers to this question.

The first answer is socio-political. When the French government wanted to eradicate regional languages, it called them *patois* or *dialect* (i.e. "regional variety"). This was intended to disqualify them. This is because the term language has an identity connotation. We are talking about the native language or *mother tongue* (in Polish, the *father tongue* or *paternal language*, because it is the language of the homeland). Lacan invented the concept of *lalangue* (in one word), which emphasizes its uniqueness.

In his dialogues with Mitsou Ronat, Chomsky answers Ronat's question as follows: "It is said jokingly that a language is one that has an army and a navy". (Chomsky, 1977:196).

This sentence - which has been often used, sometimes attributed to others, and generally misunderstood - means that this concept of language is not a linguistic concept for Chomsky (who replaces it with the concepts of grammar and language in the mathematical sense), but a political concept. Chomsky goes on to say that "language problems are always related to problems of power". He could have added - of a "territory".

The second answer is technical. A language is a triplet < lexicon - grammatical instruments - grammatical rules >. The lexicon is the set of lexemes, that is, the lexical material used to designate. The lexicon can be extended: for example, "newspaper" can be used to designate a newspaper. These extensions are formed through various processes, and the underlying relationships may or may not be identifiable (a teacher can explain all this through didactic discourse). Grammatical tools are the terms used to link lexemes and/or groups already formed. Two distinct domains thus emerge: that of lexemes (autonomous, nouns and adjectives in particular, or non-autonomous, affixes), which form the basic signifying material; and that of grammatical terms (or "tools", "instruments", the terminology is not fixed) (autonomous, determiners, prepositions, conjunctions, or non-autonomous, inflections in particular), which allow the structuring of constructed and hierarchical ensembles. As we have just seen, these two domains have their autonomous units (nouns, prepositions, etc.) and their non-autonomous units (affixes, inflections). Then, there are the elements that lie between these two domains: verbs are both lexemes and grammatical instruments (they are significant and have a strong structuring power, and are only semi-autonomous, since they generally require the obligatory presence of an inflection); adverbs are divided into lexematic adverbs ("*dificil - difficult*", for example), grammatical adverbs ("*très - very*", for example) and mixed adverbs ("*încântat - delighted*" is lexematic in: *El rezolvă problema încântat - He solves the problem delighted.* and grammatical in: *încântat că a reușit - delighted that he succeeded*).

The notion of discourse immediately faces two difficulties. The first is the relationship between monologue and dialogue. The second is that of the co-presence of two terms, discourse and text. Didactic discourse has more to do with the linguist's questions and the genesis of linguistics than with the results of this discipline at a given time. Therefore, we would say that the genesis of linguistics, in the search for the right questions and the right ways of analysis, but also in the search for the right objects and the right way of naming them, is more important for didactic discourse than all the results obtained by one school or another. However, this requires two comments.

> Discourse has its roots in history: "due to the need to make the communication of knowledge an efficient and systematic process and of the remarkable cultural values of each social group to its new members". (Rosales, cf. in Sanz, 1991:47)

Didactic discourse can be carried out in a triple perspective:

1. Organizational perspective. It takes place between the organizational functions of teachers. Didactic discourse is carried out in an institutional context. Therefore, it is necessary to carry out an analysis of the dimensions that compose it (space, time, relationships and structure), in order to try the different modalities within each dimension that best suit the communication process. An example of didactic discourse from an organizational perspective would be when the managers of an educational institution have periodic meetings with teachers.

2. Interpersonal perspective. It takes place when teachers communicate with students through their different teaching functions when planning, developing and evaluating the different curricular components of the teaching/learning process. It also takes place when communication takes place at the interpersonal level when teachers communicate with students' parents and when students communicate with them and their classmates. Communication between equal individuals is called horizontal communication, and the cooperative methodology is based on this. In fact, according to Professor Rosales (2001), horizontal communication occurs in the teaching process, as the differences between students and teachers, between students and students are reduced.

From the perspective of teachers, this vision of didactic discourse implies: on the one hand, to cooperate in the planning, contents, activities, teaching methodology and the implementation of evaluation; on the other hand, to try to implement cooperative learning. From the perspective of learners, this methodology positively influences their intellectual and socio-effective preparation, This means learning how to learn and learn from others, while providing opportunities such as the development of knowledge and values, camaraderie, solidarity, responsibility and friendship.

3. Intrapersonal Perspective. It is the psychological dimension of didactic discourse and its key point.

Didactic discourse will not achieve its objectives in the absence of this perspective.

The ultimate goal of didactic discourse is to promote and favor dialogue with students. This is essential to develop cognitive and metacognitive skills and abilities.

This level of discourse involves a deliberative process with ourselves. However, the deliberative process of others will never be left aside, especially those who strongly influence us in our decision-making process.

This perspective of didactic discourse is essential, because through it we can direct learning towards a professional purpose.

The educational environment plays an important role in the development of didactic discourse. According to Anderson (Medina, 1988:66), the environment is characterized by the following dimensions: ecology, built on physical and material aspects; social system, formed by the set of relationships established between its members; culture, as a synthesis of beliefs, values, affective and cognitive structures and ways of interpreting each person's reality.

According to Moss (Medina, 1988:68), each class or group represents a singular synthesis of the interactive effects of the components that create the environment conducive to an educational discourse.

The Russian psychologist Vygotsky (Vygotsky, 1977:56) decides that "didactic discourse should be oriented towards the future, not towards the past of the child's development, because learning is valid only when it precedes development, as it initiates a whole range of mature functions that are in the development of the next zone".

Supporters of Vygotsky's theoretical foundations (Leontiev, Galjperin, Zaporozhhek, Repkina, Eljkonjin, Davidov, etc.) have proven in their research that didactic discourse significantly changed in relation to the existing one (especially in the content area) positively affects the overall success in the classroom, but also each student/pupil separately, in the field of thinking, as well as qualitative and quantitative knowledge. In order to create new cognitive skills in children, various conditions must be met. First of all, the child should actively participate in the learning process and establish interaction with the adult who supports the discourse.

Metaphor in didactic discourse

Metaphor in didactic discourse is an essential rhetorical tool that helps facilitate the understanding of complex concepts by associating them with more familiar images or ideas. Here are some important aspects of the use of metaphor in education:

complex. Here are some ways in which metaphors contribute to this process:

1. Associating with Familiar Experiences: Metaphors allow teachers to associate new concepts with experiences or objects.

Clarifying Concepts: Metaphors can transform abstract ideas into concrete images, making them more accessible to students. For example, comparing the learning process to a journey can help students understand that learning is a journey, not just a destination. Clarifying concepts through metaphor in didactic discourse is an effective strategy that helps simplify and understand ideas that students already know. For example, describing the structure of the atom as a "small planet orbiting a sun" helps students visualize and better understand atomic structure.

Reducing Ambiguity: By using metaphors, teachers can reduce the ambiguity and confusion associated with technical or abstract terms. For example, explaining the concept of "energy flow" through the metaphor of a "flowing river" can make the idea clearer and easier to understand.

Improving Conceptual Understanding: Metaphors can help students develop a deeper understanding of concepts by exploring the relationships between different ideas. For example, comparing the learning process to "planting a seed" suggests that learning takes time and care to develop.

Facilitating Memory: Metaphors create mental images that can be more easily remembered than abstract information. For example, describing a chemical reaction as "a dance between molecules" can help students remember chemical interactions.

Stimulating Critical Thinking: Metaphors can challenge students to think critically and analyze concepts from different perspectives. For example, the question "What else could an iceberg represent in the context of environmental issues?" can encourage deep discussions and reflections on the topic.

2. *Stimulating Imagination*: The use of metaphors can stimulate students' creativity and imagination. They can encourage them to think critically and make connections between different areas of knowledge.

Stimulating the imagination through metaphors in teaching discourse is a valuable technique that can transform the learning process into an engaging and creative experience. Here are some ways in which metaphors contribute to stimulating students' imagination:

Creating Vivid Images: Metaphors help paint powerful mental images that can capture students' attention. For example, describing an ecosystem as "an orchestra in which each species plays an instrument" can help students visualize the interconnections between organisms in an environment.

Challenging Creative Thinking: Metaphors can encourage students to think beyond conventional boundaries. For example, asking the question "If we could travel inside an atom, what would we see?" can stimulate imagination and lead to the exploration of scientific concepts in an innovative way.

Facilitating Emotional Connections: Metaphors can evoke emotions and help students connect personally with the learning material. For example, comparing the learning process to "an adventure full of discoveries" can make students feel more engaged and motivated to explore the subject.

Enriching the Learning Experience: Metaphors can transform lessons into engaging stories. For example, presenting history as "a journey through time" can make historical events seem more relevant and interesting to students.

Encouraging Exploration of Abstract Concepts: Metaphors can help students understand abstract concepts by making analogies with concrete situations or objects. For example, describing emotions as "waves that come and go" can help students understand the fluctuating nature of feelings.

Stimulating Discussion and Collaboration: Metaphors can open doors for creative and collaborative discussions among students. For example, using a metaphor to describe a complex concept can provoke new questions and ideas, encouraging students to collaborate in exploring the topic.

3. *Improving Information Retention*: Metaphors can help to remember information by associating it with strong mental images. For example, a metaphor that describes a scientific concept through a story can make the information easier to remember.

Improving information retention by using metaphors in didactic discourse is an effective strategy that helps students better remember abstract concepts and ideas. Here are some ways in which metaphors contribute to this process:

Creating Memorable Associations: Metaphors create connections between new information and existing experiences or knowledge. For example, comparing the structure of a cell to a "factory" that produces different "products" (proteins, energy, etc.) helps students retain the functions of different cellular organelles through concrete images.

Enriching Mental Imagery: Metaphors form strong mental images that facilitate the memorization process. For example, describing the concept of "water cycles" through the metaphor of a "dance of splashes" provides a visual image that can be more easily remembered than technical explanations.

Simplifying Complex Information: Metaphors can transform complex concepts into simple, easy-to-remember images. For example, explaining the process of photosynthesis through the analogy of a "recipe" in which plants "cook" food from the sun, water, and carbon dioxide makes it easier to understand and remember this biological process.

Generating Emotions: Metaphors can provoke emotional reactions that help consolidate memory. For example, describing climate change as a "planet-consuming fire" can generate a strong reaction, making the information more memorable.

Stimulating Interest and Curiosity: Using interesting and provocative metaphors can fuel students' curiosity, making them more likely to retain the information presented. For example, the analogy that compares history to a "puzzle box" can make students more attentive and engaged in discovering the missing pieces.

Reinforcing Concepts through Repetition: Metaphors can be used repetitively to reinforce concepts throughout lessons. For example, consistently using a metaphor such as "a path to knowledge" throughout a course can help students retain that concept long-term.

4. *Facilitating Discussions*: Metaphors can open doors for deeper discussions and critical analysis. They can challenge students to explore deeper meanings and implications of the topic being studied.

Facilitating discussions through metaphors in teaching discourse is an effective method that encourages interaction and critical thinking among students. Here are some ways in which metaphors help stimulate discussions:

Provoking Questions: Metaphors can spark curiosity and generate interesting questions. For example, using a metaphor such as "society as a living organism" can challenge students to discuss the roles of different social groups and the interactions between them.

Opening Diverse Perspectives: Metaphors can provide a framework for exploring different perspectives on a topic. For example, comparing education to "a garden that

needs tending" can lead to discussions about teaching methods and the importance of support in the learning process.

Stimulating Critical Thinking: Metaphors can encourage students to analyze and criticize the concepts presented. For example, the question "What else could an iceberg represent in the context of environmental issues?" can provoke deep discussions about the visibility and hiddenness of environmental problems.

Facilitating Collaboration: Metaphors can create common ground for discussion, encouraging collaboration among students. For example, using a metaphor such as "a puzzle that needs to be solved" can encourage students to work together to find solutions to the problems being discussed.

Improving Communication: Metaphors can help clarify ideas and facilitate communication between students. For example, describing an international conflict as "a storm in which every country has a role" can help students understand the complexity of international relations and communicate more effectively about the topic.

Creating a Safe Space for Discussion: Metaphors can help create an open and safe learning environment in which students feel comfortable expressing their opinions. For example, comparing a lesson to "a journey where everyone has a guide" can encourage students to actively participate and share ideas.

5. *Create Emotional Connections*: Metaphors can evoke emotions and help create a connection between students and the learning material. This can make the learning process more enjoyable and engaging.

Emotional connections through metaphors in teaching discourse play a key role in creating a deeper and more meaningful learning experience. Here are some ways that metaphors help develop these emotional connections:

Evoke Emotions: Metaphors can stir up strong emotions that help students connect personally with the learning material. For example, describing a learning journey as "an adventure full of challenges and discoveries" can inspire excitement and curiosity.

Facilitate Empathy: The use of metaphors can help students understand the perspectives of others and develop empathy. For example, comparing suffering to "a shadow that follows us" can help students recognize and understand the difficulties their peers are facing.

Making Personal Connections: Metaphors can help students connect their personal experiences to the concepts being discussed. For example, describing the learning process as "a garden that needs tending" can encourage students to reflect on their own efforts and progress.

Enhancing Motivation: Metaphors can boost student motivation by creating an inspiring vision. For example, comparing education to "a key that opens doors to the future" can motivate students to seize their learning opportunities.

Facilitating Reflection: Metaphors can encourage students to reflect on their own emotions and experiences. For example, asking "How does your heart feel when you learn something new?" can challenge students to explore and express emotions associated with the learning process.

Creating a Safe Space: The use of metaphors can help create a learning environment in which students feel comfortable expressing their emotions. For example, describing a lesson as "a journey in which everyone has an important role" can encourage active participation and emotional openness.

Metaphor is essential in both a teacher's speech and a student's response. Metaphor gives meaning, gives color, sheds light where there are potential

misunderstandings. With the help of metaphor, the teacher can respond to the curiosities of students, stimulate both their feelings and their creative imagination. Metaphor can clarify knowledge but also future vision on concepts and theories. With the help of metaphor, teachers help students make connections, distinguish theory from practice, and bring new ideas. Metaphor does not appear by chance, it appears out of necessity and brings support and help in case of difficulties in perception.

Conclusions

In conclusion, the use of metaphors in didactic discourse facilitates emotional connections by evoking emotions, developing empathy, and creating personal bonds. This approach not only enhances the learning experience, but also contributes to the formation of a more united and responsible learning community. Metaphor is a valuable tool in didactic discourse, having the ability to transform learning into a more accessible, creative, and memorable process. Its effective use can significantly improve the educational experience of students.

Didactic discourse is not a simple transfer of information, but an interactive process in which teachers and students co-construct knowledge. It involves the use of communication strategies that facilitate the active involvement of students, exploring the connection between pragmatics and consciousness, suggesting that effective didactic discourse not only transmits knowledge, but also develops students' critical consciousness. Didactic discourse involves encouraging critical thinking and reflection on one's own learning and experiences.

We have drawn a valuable perspective on how communication in education can influence the learning process. By understanding and applying pragmatic principles, educators can create a more effective and engaging learning environment for students.

In conclusion, pragmatics and didactic discourse are interdependent, and understanding pragmatic principles can significantly improve the effectiveness of communication in education.

Authors' Contributions:
The authors contributed equally to this work.

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