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METAPHORICAL COMPETENCE IN LINGUISTIC EDUCATION: A COGNITIVE–CORPUS APPROACH USING AI TECHNOLOGIES

*Seidakhmetova D.U.¹, Kassymbekova M.A.², Serikbayeva G.Zh.³

*^{1,2} Kazakh Ablai khan University of International Relations and World
Languages, Almaty, Kazakhstan

³Almaty Technological University, Almaty, Kazakhstan

Abstract. The development of metaphorical competence has become an essential objective in the professional training of future linguists, as metaphor plays a crucial role in conceptualization, meaning construction, and discourse interpretation. This paper examines the theoretical and applied foundations of forming metaphorical competence in linguistic education through the use of AI-oriented corpus technologies. Drawing on cognitive metaphor theory and corpus-based approaches, the study conceptualizes metaphorical competence as an integrative component of linguistic, cognitive, and cultural proficiency.

Alongside the theoretical analysis, the paper presents a pilot practical implementation conducted with first-year undergraduate students majoring in Foreign Philology. The applied component focuses on integrating AI-supported corpus tools into regular language instruction without modifying the official curriculum content. Students engaged in guided corpus-based tasks aimed at identifying, interpreting, and contextualizing metaphorical expressions across authentic language data. AI-oriented tools were employed to facilitate metaphor detection, pattern recognition, and semantic comparison.

The findings of the pilot implementation indicate that AI-assisted corpus work enhances students' metaphor awareness, interpretative accuracy, and reflective engagement with metaphorical language. The study argues that even at the early stages of linguistic education, AI-oriented corpus technologies can serve as an effective pedagogical resource for developing metaphorical competence. The paper concludes by outlining methodological implications and directions for further large-scale empirical research.

Keywords: metaphorical competence, cognitive linguistics, corpus linguistics, artificial intelligence, foreign language teacher education, foreign philology, cognitive-corpus approach, pedagogical reflection

Introduction

In recent decades, linguistic education has increasingly shifted towards competence-based models that emphasize not only grammatical accuracy but also conceptual, cognitive, and interpretative skills. Within this paradigm, metaphor is no longer viewed as a purely stylistic device; rather, it is recognized as a fundamental mechanism of human cognition, shaping conceptualization, meaning construction, and discourse comprehension. As a result, the development

of metaphorical competence has emerged as a significant objective in the professional training of future linguists.

Despite the growing recognition of metaphor as a cognitive phenomenon, metaphorical competence remains insufficiently systematized within linguistic curricula, particularly at the early stages of undergraduate education. In many instructional contexts, metaphor is addressed implicitly or episodically, without a coherent theoretical framework or pedagogical strategy. This gap becomes especially evident in foreign philology programs, where students are expected to interpret authentic texts, analyze discourse, and engage with culturally embedded meanings from the first year of study.

This situation creates a practical challenge for university instructors responsible for preparing future foreign language teachers. Although students encounter metaphorical language from the beginning of their studies, they rarely receive systematic training in identifying conceptual metaphors, interpreting metaphorical meanings, or applying metaphor analysis in pedagogical contexts. As a result, metaphorical competence often develops intuitively rather than through structured instruction, creating a gap between theoretical linguistic knowledge and classroom practice.

At the same time, advances in corpus linguistics and artificial intelligence have transformed the methodological landscape of language education. AI-oriented corpus technologies enable the large-scale analysis of authentic linguistic data, offering new opportunities for identifying metaphorical patterns, tracing conceptual mappings, and supporting data-driven learning. Although AI-supported corpus technologies have been increasingly applied to vocabulary learning, writing assistance, and discourse analysis, relatively little attention has been paid to their pedagogical use for developing metaphorical competence in undergraduate linguistic education. Furthermore, few studies integrate cognitive metaphor theory, corpus linguistics, and AI-supported learning within a unified instructional framework.

This study addresses this gap by proposing a cognitive–corpus approach to metaphorical competence development, integrating AI-supported corpus tools into linguistic education. The paper aims to conceptualize metaphorical competence as an integrative cognitive and educational construct and to demonstrate how AI-oriented corpus technologies can be employed to foster metaphor awareness, interpretation, and reflective analysis among first-year undergraduate students of Foreign Philology.

The objectives of the study are threefold:

1. to examine the theoretical foundations of metaphorical competence within cognitive linguistics and linguistic education;
2. to analyze the role of AI-oriented corpus technologies in supporting metaphor-focused learning;
3. to present a pilot practical implementation illustrating the pedagogical application of the proposed approach.

To address these objectives, the study proposes the following conceptual and methodological framework. The scientific novelty of this study lies in proposing

and piloting an integrated cognitive–corpus instructional model that combines conceptual metaphor theory, AI-supported corpus technologies, and competence-oriented language teacher education. Unlike previous studies that examine these domains separately, the present research demonstrates how their integration can be operationalized within regular undergraduate instruction through a structured sequence of pedagogical tasks.

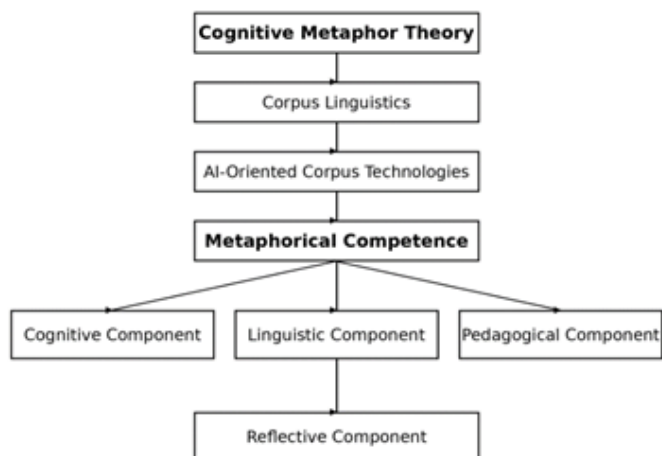


Figure 1- Conceptual Framework of Metaphorical Competence

The study of metaphor as a cognitive and linguistic phenomenon has a long-standing tradition in linguistics, psychology, and educational research. A major shift in the understanding of metaphor occurred with the emergence of cognitive linguistics, where metaphor was reconceptualized as a fundamental mechanism of human thought rather than a stylistic ornament. The seminal work *Metaphors We Live By* by George Lakoff and Mark Johnson (1980) laid the foundation for conceptual metaphor theory, demonstrating that abstract domains of experience are systematically structured through metaphorical mappings rooted in embodied cognition [7].

Further development of cognitive metaphor theory is associated with the works of Zoltán Kövecses, who expanded the scope of metaphor research by emphasizing the role of cultural, contextual, and experiential factors in metaphor variation. In *Metaphor: A Practical Introduction* (2010) and *Extended Conceptual Metaphor Theory* (2020), Kövecses argues that metaphorical meaning is dynamic and context-sensitive, which has important implications for language teaching and interpretation [5, 6].

Within applied linguistics, metaphor has been increasingly examined in relation to communicative competence and second language learning. Littlemore and Low (2006) introduced the concept of *metaphoric competence* as an essential component of communicative language ability, highlighting learners' capacity to understand and use metaphor appropriately in discourse. Later, Littlemore (2009) further demonstrated that metaphor awareness plays a crucial role in vocabulary development, idiomaticity, and pragmatic competence in a foreign language [8, 9].

Building on these theoretical foundations, applied linguistic and corpus-based studies have explored metaphor as a recurrent and systematic feature of authentic language use. Parallel to cognitive and applied linguistic approaches, corpus linguistics has significantly influenced the study of metaphor by enabling large-scale empirical analysis of authentic language data. Early corpus-based research by John Sinclair (1991) emphasized the importance of observing language patterns through real usage rather than introspection. Building on this tradition, Deignan (2005) and Charteris-Black (2004) demonstrated that metaphorical patterns can be systematically identified and analyzed using corpus methods, revealing recurrent conceptual metaphors across genres and discourses [2, 13].

The integration of corpus linguistics into language education has been extensively discussed by scholars such as Hunston (2002), O’Keeffe, McCarthy, and Carter (2007), and Reppen (2010). Their research highlights the pedagogical value of corpus-based approaches for raising learners’ language awareness, promoting data-driven learning, and fostering analytical skills. Flowerdew (2012) further emphasizes that corpus-informed pedagogy is particularly effective in higher education contexts, where students are expected to engage critically with authentic texts [3, 10].

Recent advances in artificial intelligence have expanded the possibilities of corpus-based language education. AI-oriented technologies, including automated concordancers, keyword extraction, and pattern detection tools, enable more efficient analysis of large datasets and support learner exploration of linguistic phenomena. Although the application of AI in metaphor research remains relatively limited, emerging studies on AI-assisted language learning (Thomas, 2019) suggest that intelligent tools can function as cognitive scaffolds, enhancing learners’ analytical and reflective capacities when used pedagogically rather than prescriptively [14].

Recent empirical studies on generative artificial intelligence in language education indicate that AI-assisted learning environments can enhance language awareness, critical thinking, and reflective learning when integrated into pedagogically structured instructional activities, further supporting the integration of AI-supported corpus technologies into the development of metaphorical competence in undergraduate linguistic education.

In the context of teacher education, the competence-based paradigm emphasizes the integration of linguistic knowledge, pedagogical skills, and reflective practice. Drawing on Vygotsky’s sociocultural theory (1978), language learning is viewed as a mediated process in which cognitive development is supported through interaction and guided activity. From this perspective, AI-oriented corpus technologies can be interpreted as mediational tools that facilitate the development of higher-order thinking skills, including metaphorical reasoning [15].

Kazakhstani and Russian scholars have also contributed to the study of metaphor and language pedagogy. Research by Ivanova (2018) and Logutenkova (2024) highlights the role of metaphorical competence in foreign language and

bilingual education, emphasizing its importance for meaning interpretation and cultural understanding. Studies conducted within the context of Kazakhstani higher education (Sarzhanova, 2023; Orynbasar, 2025) focus on the integration of digital technologies and cognitive approaches in the professional preparation of future language teachers. These works reinforce the relevance of metaphorical competence as a pedagogically significant construct within contemporary language education [4,11].

Taken together, the reviewed literature demonstrates that metaphorical competence lies at the intersection of cognitive linguistics, applied linguistics, corpus methodology, and experimental pedagogy. However, despite extensive theoretical research, relatively few studies address the systematic integration of AI-oriented corpus technologies into the development of metaphorical competence in teacher education. This gap underscores the necessity of the present study, which seeks to combine cognitive theory, corpus-based methodology, and pedagogical experimentation within a unified educational framework.

For future foreign language teachers, awareness of metaphor extends beyond comprehension. Teachers regularly employ metaphors to explain abstract grammatical concepts, cultural phenomena, and learning strategies. Therefore, the ability to recognize, interpret, and pedagogically exploit metaphorical language constitutes an essential component of professional competence.

From a pedagogical perspective, metaphorical competence can be viewed as an integrative construct combining cognitive, linguistic, and reflective dimensions.

Table 1. Definitions of Metaphorical Competence in Linguistic and Pedagogical Research

<i>Author / Approach</i>	<i>Definition</i>
Cognitive linguistics	The ability to recognize conceptual mappings between source and target domains underlying metaphorical expressions
Applied linguistics	The capacity to comprehend, interpret, and produce metaphorical language appropriately in context
Linguodidactics	A learner's readiness to understand figurative meanings and use metaphors as tools for meaning-making
Teacher education	An integrated professional ability to interpret, explain, and pedagogically employ metaphorical language in instruction

Table 1 demonstrates that metaphorical competence is not confined to linguistic knowledge but incorporates cognitive and pedagogical dimensions relevant to teacher training.

In the context of experimental pedagogy and foreign language teacher preparation, metaphorical competence can be structured as a multi-component construct. This structure allows for its systematic development and assessment within educational practice.

Table 2. Components of Metaphorical Competence in Foreign Language Teacher Education

<i>Component</i>	<i>Description</i>
Cognitive component	Understanding metaphor as a conceptual mechanism and recognizing conceptual mappings
Linguistic component	Ability to identify and interpret metaphorical expressions in authentic texts
Discursive component	Skill in analyzing metaphor use across genres and communicative contexts
Pedagogical component	Capacity to explain metaphorical meanings and use metaphors as instructional tools
Reflective component	Awareness of metaphorical thinking in one’s own language use and teaching practice

This component-based model aligns with competence-oriented teacher education and provides a theoretical foundation for designing pedagogical interventions aimed at developing metaphorical competence among undergraduate students. As a teachable and developable construct, metaphorical competence contributes not only to linguistic proficiency but also to the formation of professional pedagogical thinking, enabling future teachers to interpret metaphorical language and employ it effectively in instructional practice.

The study is exploratory in nature and reports the results of a pilot pedagogical implementation intended to evaluate the feasibility of the proposed instructional model. Rather than providing definitive evidence of effectiveness, the study aims to generate preliminary empirical insights that can inform future large-scale experimental research.

Materials and Methods

The study employed a *pilot pedagogical experiment* designed to explore the feasibility and educational potential of integrating AI-oriented corpus technologies into the development of metaphorical competence in linguistic education. Given the exploratory nature of the research and its position within a broader doctoral trajectory, the experiment followed a *qualitative-dominant, practice-oriented design*. The methodological focus was placed on instructional procedures, learner engagement, and observable learning outcomes rather than on large-scale statistical validation.

The pilot design allowed for the testing of instructional principles and task formats without altering the official curriculum or assessment requirements. Such an approach corresponds to current trends in experimental pedagogy, where preliminary implementations are used to refine teaching models prior to full-scale empirical validation [3, 11].

The pilot implementation involved 28 first-year undergraduate students (aged 17–19) enrolled in the Foreign Philology (English) programme. Participants were selected through convenience sampling, as they represented the target population for the proposed instructional model and had not previously received systematic instruction in metaphor analysis using corpus technologies.

The pilot implementation was embedded within regular language instruction and aligned with course objectives related to reading comprehension, vocabulary development, and discourse analysis. Importantly, the intervention did not introduce a separate course or experimental module; instead, metaphor-focused activities were integrated into existing classroom practices.

The applied component of the study relied on AI-supported corpus tools that enable access to authentic language data and facilitate pattern recognition and semantic analysis. These tools were used to support students' exploration of metaphorical language across various contexts and genres. The instructional activities integrated ChatGPT for AI-assisted language analysis, Sketch Engine for corpus exploration and concordance searches, and AntConc for collocation and keyword analysis [1, 2, 14].

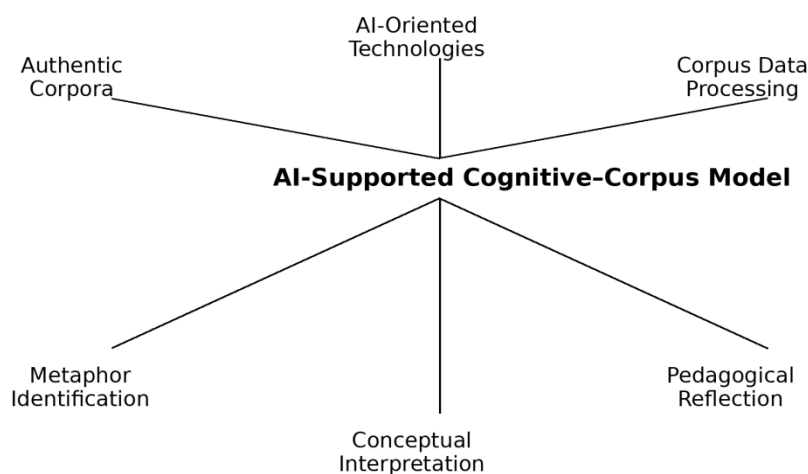


Figure 2 - Cognitive–Corpus Model Supported by AI

The instructional materials included:

- curated corpus excerpts containing frequent conceptual metaphors;
- concordance lines illustrating metaphorical patterns;
- AI-assisted keyword and collocation analysis outputs;
- guided worksheets designed to scaffold metaphor identification and interpretation.

AI technologies were employed as *pedagogical mediators*, assisting learners in detecting recurring metaphorical structures rather than replacing analytical reasoning. This distinction was emphasized throughout the instructional process to foster reflective and critical engagement with language data [14, 15].

The pilot implementation was conducted over four instructional sessions lasting 90 minutes each. During the first session, students were introduced to conceptual metaphor theory. The following sessions focused on corpus-based metaphor identification, AI-assisted analysis of authentic language data, collaborative interpretation of conceptual mappings, and reflective discussion of pedagogical applications (Figure 3).

Experimental Design of the Pilot Pedagogical Study

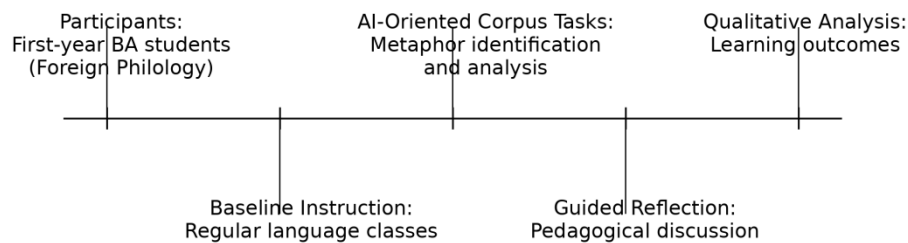


Figure 3 - Experimental Design of the Pilot Study

This staged procedure ensured a gradual progression from recognition to interpretation and pedagogical reflection, aligning with competence-based learning principles [8, 9]. (Table 3)

Table 3. Stages of the Pilot Pedagogical Experiment

Stage	Focus	Description
1	Awareness	Introduction to metaphor as a cognitive phenomenon through examples from authentic texts
2	Identification	Guided detection of metaphorical expressions using AI-supported concordance tools
3	Interpretation	Analysis of conceptual mappings and metaphorical meanings across contexts
4	Application	Discussion of pedagogical uses of metaphor in language explanation and instruction
5	Reflection	Learner reflection on metaphorical thinking and learning strategies

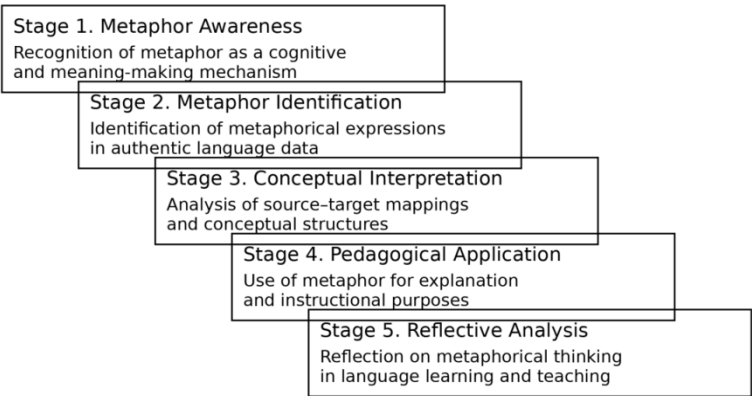


Figure 4. Stages of Metaphorical Competence Development

Data collection was qualitative in nature and included:

- classroom observations;
- analysis of student worksheets and written responses;
- reflective comments produced during guided discussions.

The analysis focused on identifying patterns in students' metaphor awareness, interpretative accuracy, and ability to articulate conceptual relationships. Particular attention was paid to shifts in learners' engagement with metaphorical language and their use of analytical terminology when discussing metaphor-related phenomena [3,10]. Students' performance was evaluated qualitatively according to three criteria: accuracy of metaphor identification, quality of metaphor interpretation, and ability to apply metaphor analysis in pedagogical contexts.

The pilot implementation adhered to ethical standards in educational research. Participation was conducted within regular instructional activities, and no personal data were collected or reported. Students were informed that the activities formed part of routine learning tasks and that their anonymized responses could be used for research purposes.

Results

The results of the pilot pedagogical experiment are presented in the form of *qualitative learning outcomes* derived from classroom observations, analysis of student work, and reflective discussions. Given the exploratory nature of the study, the focus was placed on identifying observable changes in students' metaphor awareness, interpretative strategies, and pedagogical reasoning rather than on quantitative measurement.

The reported learning outcomes were consistently supported by classroom observations, analysis of student worksheets, and reflective discussions, providing convergent qualitative evidence for the feasibility of the proposed instructional approach.

Learning outcomes were evaluated according to three qualitative criteria: (1) accuracy of metaphor identification, (2) quality of metaphor interpretation, and (3) evidence of pedagogical reflection demonstrated in students' written and oral responses.

Table 4. Qualitative Learning Outcomes of the Pilot Implementation

<i>Component of metaphorical competence</i>	<i>Observed outcomes</i>
Cognitive	Increased awareness of metaphor as a conceptual mechanism
Linguistic	Improved identification and interpretation of metaphorical expressions
Discursive	Enhanced ability to analyze metaphor use across contexts and genres
Pedagogical	Emerging awareness of metaphor as a teaching and explanatory tool
Reflective	Greater learner reflection on metaphorical thinking and language use

One of the most salient outcomes of the pilot implementation was a noticeable increase in students' awareness of metaphorical language as a systematic phenomenon rather than an isolated stylistic device. At the initial stage, many first-year students tended to interpret metaphorical expressions literally or relied on intuition without explicit conceptual reasoning. Through guided corpus-based activities, students gradually began to recognize metaphorical patterns across multiple contexts and genres.

The use of AI-supported concordance tools enabled learners to observe recurring metaphorical expressions and identify underlying conceptual mappings. As a result, students demonstrated improved sensitivity to metaphorical language and showed greater confidence in distinguishing metaphorical meanings from literal ones [12].

Improvement in Metaphor Interpretation and Conceptual Analysis

The analysis of student worksheets and written responses revealed qualitative improvements in metaphor interpretation. Learners increasingly employed conceptual terminology, such as *source domain*, *target domain*, and *conceptual mapping*, when explaining metaphorical meanings. This shift indicates a transition from surface-level interpretation to more structured cognitive analysis.

Moreover, students were able to compare metaphorical realizations across different contexts using corpus data. AI-assisted tools facilitated this process by highlighting collocational patterns and contextual variations, allowing learners to move beyond single examples and consider metaphor as a recurrent linguistic phenomenon.

A particularly significant outcome of the pilot implementation was the emergence of *pedagogical reflection* related to metaphor use. During guided discussions, students began to consider how metaphorical language could be employed in teaching practice to explain abstract linguistic and cultural concepts. This reflects the development of pedagogical thinking characteristic of future foreign language teachers.

Students demonstrated an increased ability to articulate how metaphors function as instructional tools, for example, in explaining grammatical structures, learning strategies, or cultural phenomena. Such reflections suggest that metaphorical competence contributes not only to linguistic proficiency but also to the formation of professional pedagogical awareness.

The observed learning outcomes of the pilot implementation can be systematized according to the components of metaphorical competence identified in the theoretical framework.

The results indicate that even a limited pilot intervention can positively influence multiple dimensions of metaphorical competence when supported by AI-oriented corpus technologies.

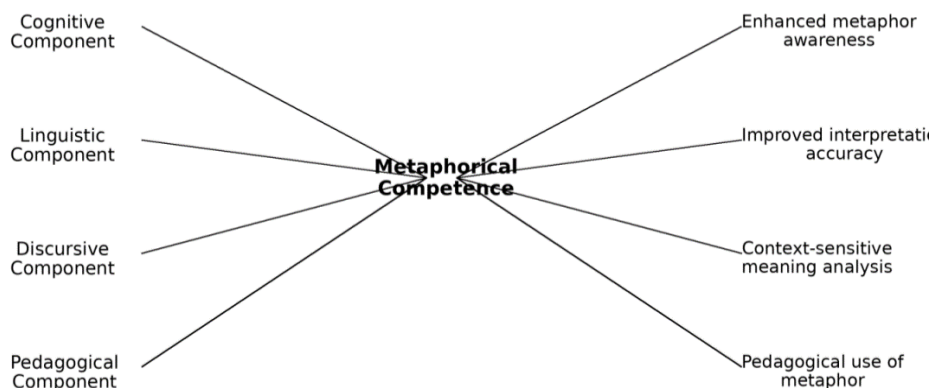


Figure 5. Relationship Between Components and Learning Outcomes

Discussion

The findings of the pilot pedagogical experiment confirm the relevance of a cognitive–corpus approach to developing metaphorical competence in linguistic education. The observed qualitative changes in students’ metaphor awareness, interpretative strategies, and pedagogical reflection support the theoretical assumption that metaphorical competence can be systematically developed even at the early stages of undergraduate training [5,7].

From a cognitive perspective, the results align with conceptual metaphor theory, which views metaphor as a fundamental mechanism of thought rather than a peripheral linguistic phenomenon. The ability of first-year students to identify recurring metaphorical patterns and articulate conceptual mappings suggests that explicit instruction grounded in cognitive principles facilitates deeper engagement with figurative language. This finding reinforces the argument that metaphorical competence should be addressed as a core component of linguistic and pedagogical education rather than as an incidental skill.

The integration of AI-oriented corpus technologies played a mediating role in this process. Corpus-based tools enabled learners to move beyond isolated examples and observe metaphorical language as a recurring and systematic phenomenon across authentic contexts. Importantly, AI technologies did not replace analytical reasoning; instead, they supported learners’ exploratory and reflective activities by making linguistic patterns more visible. This pedagogical use of AI corresponds to current approaches in experimental pedagogy that emphasize technology as a scaffold for cognitive development [14, 15].

The emergence of pedagogical reflection among participants is particularly significant in the context of foreign language teacher education. Students’ ability to discuss metaphor as an instructional resource indicates the early formation of professional pedagogical thinking. This outcome suggests that metaphorical competence contributes not only to linguistic proficiency but also to the development of explanatory strategies essential for future teachers [8, 9].

The present study has several limitations. As a pilot implementation involving a relatively small group of first-year students, the findings should be

interpreted as preliminary rather than conclusive. Furthermore, the absence of a control group and quantitative statistical analysis limits the generalizability of the observed outcomes. Nevertheless, the study provides initial evidence supporting the feasibility of integrating AI-oriented corpus technologies into metaphor-focused language instruction.

Conclusion

This study examined metaphorical competence as an essential component of linguistic and pedagogical education and proposed a cognitive–corpus approach to its development using AI technologies. By integrating insights from cognitive linguistics, corpus-based methodology, and experimental pedagogy, the paper conceptualized metaphorical competence as a multi-component construct encompassing cognitive, linguistic, pedagogical, and reflective dimensions.

The pilot pedagogical experiment conducted with first-year undergraduate students of Foreign Philology provided preliminary evidence that AI-oriented corpus technologies can support the development of metaphor awareness, interpretation, and pedagogical reflection. The qualitative results indicate that even limited instructional interventions, when theoretically grounded and methodologically structured, can produce meaningful learning outcomes.

The main contribution of this exploratory study lies in bridging theoretical and applied perspectives on metaphor in linguistic education and in demonstrating the pedagogical value of AI-supported corpus tools. The proposed approach offers a flexible framework that can be adapted to different educational contexts and expanded through large-scale experimental research.

Future studies will focus on empirical validation of the model through controlled experimental designs, quantitative assessment of learning outcomes, and longitudinal analysis of metaphorical competence development in foreign language teacher education. In this way, the present research establishes a foundation for further investigation into the role of metaphor and AI technologies in competence-based language pedagogy.

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ЛИНГВИСТИКАЛЫҚ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ МЕТАФОРАЛЫҚ ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ: ЖАСАНДЫ ИНТЕЛЛЕКТ ТЕХНОЛОГИЯЛАРЫН ҚОЛДАНУДАҒЫ КОГНИТИВТІ-КОРПУСТЫҚ ТӘСІЛ

*Сейдахметова Д.У.¹, Қасымбекова М.А.² Серікбаева Г. Ж.³

*^{1,2}Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан,

³Алматы технологиялық университеті, Алматы, Қазақстан

Аңдатпа. Мақалада лингвистикалық білім беру жүйесінде болашақ шет тілі мұғалімдерінің метафоралық құзыреттілігін қалыптастырудың теориялық-әдіснамалық және практикалық негіздері қарастырылады. Метафора тілдік сана мен концептуализация үдерісінің негізгі механизмі ретінде мағынаны құрастыруда және дискурсты интерпретациялауда маңызды рөл атқарады. Осыған байланысты метафоралық құзыреттілікті дамыту кәсіби тілдік даярлаудың өзекті бағыттарының бірі болып табылады.

Зерттеу когнитивті метафора теориясы мен корпус лингвистикасының қағидаттарына сүйене отырып, метафоралық құзыреттілікті когнитивтік, лингвистикалық, педагогикалық және рефлексивтік компоненттерді біріктіретін интегративті құрылым ретінде сипаттайды.

Мақаланың практикалық бөлімінде «Шетел филологиясы» білім беру бағдарламасының бірінші курс студенттерімен жүргізілген пилоттық педагогикалық апробация нәтижелері ұсынылады. АІ-негізделген корпус құралдары оқу бағдарламасының мазмұнына өзгеріс енгізбей, жүйелі түрде оқу үдерісіне кіріктірілді. Студенттер шынайы тілдік деректер негізінде метафоралық бірліктерді анықтау, олардың семантикалық құрылымын талдау және контекстуалдық интерпретациялау бағытында тапсырмалар орындады.

Зерттеу нәтижелері жасанды интеллект технологияларын қолдана отырып жүргізілген корпус жұмысы студенттердің метафоралық санасын дамытуға, интерпретациялық дәлдігін арттыруға және тілдік

талдауға рефлексивтік көзқарас қалыптастыруға ықпал ететінін көрсетті. Қорытындысында лингвистикалық білім беру жүйесінде метафоралық құзыреттілікті қалыптастыруда АІ-негізделген корпус технологияларын қолданудың әдістемелік тиімділігі негізделіп, болашақта кең ауқымды эмпирикалық зерттеулер жүргізу қажеттілігі айқындалады.

Тірек сөздер: метафоралық құзыреттілік, когнитивті лингвистика, корпус лингвистикасы, жасанды интеллект технологиялары, шетел тілі мұғалімдерін даярлау, шетел филологиясы, корпусқа негізделген оқыту, педагогикалық рефлексия

ФОРМИРОВАНИЕ МЕТАФОРИЧЕСКОЙ КОМПЕТЕНЦИИ В ЛИНГВИСТИЧЕСКОМ ОБРАЗОВАНИИ: КОГНИТИВНО- КОРПУСНЫЙ ПОДХОД С ИСПОЛЬЗОВАНИЕМ АІ-ТЕХНОЛОГИЙ

*Сейдахметова Д.У.¹, Касымбекова М.А.², Серикбаева Г.Ж.³

*^{1,2}Казахский университет международных отношений и
мировых языков имени Абылай хана, Алматы, Казахстан

³Алматинский Технологический Университет, Алматы, Казахстан

Аннотация. Формирование метафорической компетенции является важной задачей профессиональной подготовки будущих преподавателей иностранного языка, поскольку метафора выступает ключевым механизмом концептуализации и интерпретации смысла. В статье рассматриваются теоретико-прикладные основы развития метафорической компетенции в лингвистическом образовании на основе когнитивно-корпусного подхода с использованием АІ-ориентированных технологий.

Теоретическая часть исследования опирается на положения когнитивной теории метафоры и корпусной лингвистики, в рамках которых метафорическая компетенция рассматривается как интегративное образование, включающее когнитивный, лингвистический, педагогический и рефлексивный компоненты. Практическая часть статьи представляет результаты пилотного педагогического эксперимента, проведённого со студентами первого курса бакалавриата по направлению «Иностранная филология», интегрированного в содержание регулярных учебных занятий.

Использование АІ-ориентированных корпусных инструментов позволило повысить уровень метафорической осознанности студентов, улучшить интерпретацию метафорических значений и сформировать элементы педагогической рефлексии. Делается вывод о целесообразности применения АІ-ориентированных корпусных технологий для развития метафорической компетенции на ранних этапах подготовки преподавателей иностранного языка.

Ключевые слова: метафорическая компетенция, когнитивная лингвистика, корпусная лингвистика, технологии искусственного интеллекта, подготовка преподавателей иностранного языка, иностранная филология, когнитивно-корпусный подход, педагогическая рефлексия

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Information about authors:

Seidakhmetova Dinara Uskenbayevna – 1st-year PhD doctoral student in the specialty “8D01721 – Training of Foreign Language Teachers” at Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: seidakhmetova.dinara@mail.ru

Kassymbekova Markhabat Askhatovna – PhD, Associate Professor, Kazakh Ablai Khan University of International Relations and World Languages, Almaty, Kazakhstan, e-mail: marhabat.k@mail.ru

Serikbayeva Gulshat Zhapargaliyevna – Candidate of Pedagogical Sciences, Assistant Professor of the Department of State Language and Foreign Languages, Almaty Technological University, Almaty, Kazakhstan, ORCID: 0000-0003-0277-7991, e-mail: gulshat.serikbaeva88@gmail.com

Авторлар туралы мәлімет:

Сейдахметова Динара Өскенбайқызы – Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университетінің «8D01721 – Шетел тілі педагогтарын даярлау» мамандығы бойынша 1-курс докторанты, Алматы, Қазақстан, e-mail: seidakhmetova.dinara@mail.ru

Қасымбекова Мархабат Асхатовна – философия докторы (PhD), қауымдастырылған профессор, Абылай хан атындағы Қазақ халықаралық қатынастар және әлем тілдері университеті, Алматы, Қазақстан, e-mail: marhabat.k@mail.ru

Серікбаева Гүлшат Жапарғалиқызы – педагогика ғылымдарының кандидаты, Мемлекеттік тіл және шетел тілдері кафедрасының қауымдастырылған профессоры, Алматы технологиялық университеті, Алматы, Қазақстан, ORCID: 0000-0003-0277-7991, e-mail: gulshat.serikbaeva88@gmail.com

Информация об авторах:

Сейдахметова Динара Ускенбаевна – докторант 1 курса по специальности «8D01721 – Подготовка преподавателей иностранных языков» Казахского университета международных отношений и мировых языков имени Абылай хана, Алматы, Казахстан, e-mail: seidakhmetova.dinara@mail.ru

Касымбекова Мархабат Асхатовна – доктор философии (PhD), ассоциированный профессор, АО «Казахский университет международных отношений и мировых языков имени Абылай хана», Алматы, Казахстан, e-mail: marhabat.k@mail.ru

Серикбаева Гульшат Жапарғалиевна – кандидат педагогических наук, ассоциированный профессор кафедры государственного языка и иностранных языков, Алматинский технологический университет, Алматы, Казахстан, ORCID: 0000-0003-0277-7991, e-mail: gulshat.serikbaeva88@gmail.com