

A NÉLKÜLÖZHETETLEN METAFORA ÉS AZ ISKOLA

PÉNTEK ERZSÉBET

Babe – Bolyai Tudományegyetem, Kolozsvár

The empirical study reported in the present paper aims at mapping the development of the concept of metaphor. The identification of the students' own knowledge structure (the structure of subjective knowledge) leads to the diagnosis of the points of lack, error or distortion as compared to the targeted structure (objective knowledge or knowledge defined in curricula or textbooks to be acquired). This diagnosis can be a precondition for successful teaching. The acquisition of the cultural elements of comprehensive significance in one's knowledge of the world (basic concepts, laws and correspondences) deserve special attention because these can comprise a background enabling one to grasp new knowledge.

Keywords: diagnostic map, students' preconceptions, structure of subjective knowledge, metaphor in everyday communication and in scientific and literary texts, metaphor and thought.