



Recenzovaný sborník příspěvků  
mezinárodní vědecké konference

# MMK 2024

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DOKTORANDY A MLADÉ VĚDECKÉ PRACOVNÍKY



ročník XV.

16. – 18. prosince 2024

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Reviewed proceedings of the  
International Scientific Conference on

# MMK 2024

INTERNATIONAL MASARYK CONFERENCE FOR PH.D.  
STUDENTS AND YOUNG RESEARCHERS



volume XV.

December 16 - 18, 2024

Hradec Králové, The Czech Republic

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**Úvodní slovo | Introductory word**

## Vážení kolegové,

dostává se vám do rukou recenzovaný sborník z Mezinárodní Masarykovy konference pro doktorandy a mladé vědecké pracovníky 2024, jejíž XV. ročník se konal ve dnech 16. - 18. prosince 2024. Konference se účastnilo více než 110 účastníků z České a Slovenské republiky, Polska, Německa, a dalších evropských států, mezi nimiž byli jak PhD. studenti, tak i ostatní zástupci akademických obcí domácích i zahraničních univerzit. Záměrem Masarykovy konference bylo poskytnout prostor pro otevřenou odbornou diskusi napříč všemi programovými sekcemi, jejichž skladba měla umožnit účast co nejširšímu okruhu studentů doktorských studijních programů. Naše několikaletá snaha o dosažení tohoto záměru se naplnila v tomto ročníku, kdy lze hrdě Mezinárodní Masarykovu konferenci zařadit na vrchol největších doktorandských konferencí ve střední a východní Evropě! Předkládaný sborník obsahuje několik set vybraných vědeckých textů rozčleněných dle odborných sekcí, které kopírují obsahovou strukturu mezinárodní konference. Naším záměrem je Masarykovu konferenci přiblížit špičce mezi celoevropskými doktorandskými konferencemi a neomezovat se jen na regiony střední a východní Evropy. Od dalšího ročníku naše Mezinárodní Masarykova konference bude zcela nově napojena na platformu SCIEMCEE, která účastníkům poskytne nový konferenční komfort odpovídající potřebám informační společnosti 21. století. Budeme rádi, pokud nám zachováte přízeň i v nadcházejících ročnících.

S přáním osobních, vědeckých i profesních úspěchů

členové vědeckého výboru konference

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## Dear colleagues,

You are holding the reviewed proceedings from the seventh annual International Masaryk Conference for PhD. Students and Young Researchers 2024, which was held on December 16 - 18, 2024. The conference was attended by more than 110 people from the Czech Republic and Slovakia, Poland, Germany and other European countries, including PhD. students as well as other representatives of the academic community from universities in both the Czech Republic and abroad. The aim of the Masaryk Conference was to provide a space for open professional discussion across all programme sections, designed to enable as broad a range of PhD. students as possible to participate. Our several years of effort towards achieving this aim culminated this year, when the International Masaryk Conference can proudly claim to be the leader amongst the biggest PhD. conferences in Central and Eastern Europe! The proceedings you are holding contain several hundred selected scientific texts divided up in specialised sections which replicate the way the content of the international conference is structured. Our aim is to make the Masaryk Conference one of the top Europe-wide PhD. conferences and not to restrict it only to the regions of Central and Eastern Europe. What is completely new is that from next year our Masaryk Conference will be linked to the SCIEMCEE platform, which provides participants with a new level of conference comfort that meets the needs of the information society of the 21st century. We will be delighted if you continue to support us in the coming years.

Wishing you great personal, scientific and professional success

Members of the Conference Scientific Committee

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**Tomáš Garrigue Masaryk (1850-1937)**

scientist, philosopher, educator, politician and journalist, the founder of the modern Czechoslovak state, President of Czechoslovakia

*"Tomáš Garrigue Masaryk is a leading personality in European history. He wrote himself into history, in fact, as a man who fought for the truth, a humanist, a philosopher and primarily a democratic politician and the first president of the Czechoslovak Republic."*

*Museum T.G. Masaryk Lany*

**Teaching and scientific career**

He was born in Hodonín. His parents sent him to a junior secondary school after a word in his favour from the local dean, who praised the boy's exceptional aptitude and talent. It was therefore decided that he would go into a teaching career after finishing school in Hustopeče. He went on to study at the German grammar school in Brno, after being awarded a scholarship due to his outstanding success as a student. However, a conflict arose with the grammar school management, due to Masaryk's refusal to attend compulsory school confessions, and so he was expelled. From November 1869 he studied at the Academic Grammar School. He devoted all his time to studying hard, particularly languages and philosophy. In 1872 he passed his school leaving examination and enrolled at the Philosophical Faculty in Vienna to study Philology. In 1876 he graduated from university and set off travelling (Italy, Germany). In Germany he spent one year at the university in Leipzig. His stay there not only enabled Masaryk to extend his education, but was especially where he first saw his future lifelong partner Charlotte Garrigue, daughter of a rich American businessman from New York, in June 1877. In August, before he left for home, they got engaged. After returning to Vienna, Masaryk hurried to secure them an independent existence. The most viable way of doing this seemed to be obtaining an associate professorship. In September 1878 he submitted his advanced doctoral thesis, on the topic of suicide. It met with considerable response when it was issued in book form (1881). Their first daughter, Alice, was born in May 1879, followed a year later by a son, Herbert, and another son, Jan, in 1886. It was mostly the desire to provide for his family financially that led Masaryk to take a post at Prague University. He arrived in Prague with his family in 1882, the year the university was split into two parts, Czech and German. His opinions and his relationship towards his students made him stand out and appear different; he amazed the conservative institute with his lectures on various topics that had previously been taboo (social problems, prostitution, etc.). The same was true of his wife, a fully emancipated American woman. Despite these differences and some clashes of opinion, however, he was accepted and respected by Czech society right from the very start. In 1883 began to edit "Athenaeum", an academic journal in which he published his own interpretation of Gebauer's essay proposing a new and precise form of authentication, entitled "Rukopisy zelenohorského a královédvorského" (*Zelenorské and Kralovedvorske Manuscripts*). This led to a conflict that gradually grew to become a nationwide affair, with patriotic sentiment and national politics facing off against scientific truth. This event turned Masaryk's interest to political life. In 1897 he

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was appointed Professor at Charles University. By the time the First World War broke out, Masaryk already had a respectable scientific, educational, cultural and political career. Before the end of 1914 he left for Italy and, heeding his friends' warnings, never returned to his homeland. He worked in Switzerland (1915) and later in the year moved to France. For the whole of the war he bore on his shoulders the greatest burden and responsibility for the future of the entire Czech and Slovak nation during the talks in England (1916), Russia (1918) and then in America. On December 21st 1918 Masaryk returned triumphant to Prague and a day later gave his first address to the National Assembly at the Castle. He began with the famous quote from Comenius's *Kšaft* (Bequest), which reads "*the government of your affairs once more turns to you, oh Czech people*".

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#### Statistika | Conference Statistics

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| <b>Počet odborných textů   Number of papers:</b>                          | <b>135</b> |
| <b>Počet odborných textů dle sekcí   Number of papers:</b>                |            |
| Podnikové řízení   Business Management                                    | 3          |
| Marketing a obchod   Marketing  | 8          |
| Ekonomie a podniková ekonomika   Economy and Business Economics           | 9          |
| Veřejná správa   Public service   | 9          |
| Psychologie, sociologie a pedagogika   Psychology, Sociology and Pedagogy | 62         |
| Filosofie, politologie a dějiny   Philosophy, Politics and History        | 16         |
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# THE PEDAGOGICAL ASPECT OF THE METALINGUISTIC PHENOMENON OF IMAGERY IN POLITICAL LANGUAGE

*Mária Polčicová*

## **Abstract**

In contemporary political discourse, imagery is one of the key tools politicians use to communicate with their constituents. Imagery, whether metaphors, symbols, or other forms of rhetorical imagery, enables politicians not only to convey information effectively but also to influence the attitudes and emotions of their audiences. The aim of this paper is to identify the pedagogical aspect of the metalinguistic phenomenon of imagery in political language and at the same time to show how this phenomenon can be used in the process of education, and the development of critical thinking in students.

**Keywords:** imagery, political language, educational process, critical thinking

## **1 INTRODUCTION**

The metalinguistic phenomenon of imagery expresses the use of linguistic devices that go beyond the literal meaning of words and create new meanings through images. In political language, these devices are often used to strengthen an argument and create an emotional bond with the audience. Figurative means of expression, such as metaphors, are just some of the tools politicians use to achieve this. Metaphors are one of the most common tools of figurative expression in political language. By using metaphors, politicians can translate complex ideas into comprehensible and easy-to-remember images. For example, when politicians talk about the ‘fight against poverty’ or the ‘war on terror’, they use military metaphors to emphasise the urgency and importance of their initiatives.

We assume a direct dependency between the naming process in the natural language vocabulary and the extra-linguistic reality. In the linguistic representation of actual, unknown, or new phenomena in society, figurative means of expression are used to a considerable extent due to their functional properties. The correct and adequate use of metaphors, especially in political language, which often responds to, describes and analyses emerging social phenomena and political events, is one of the main prerequisites for peaceful conflict resolution, calming the situation in the world of politics or the peaceful course of life of citizens in the state, community, or international space. Paying attention to the study of such linguistic phenomena as metaphorical figurative names in the education of future diplomats, international relations experts or security analysts is becoming a challenge and an inevitable part of this process, especially in schools of non-philological orientation. Education about the metalinguistic phenomenon of imagery can have significant benefits for students, especially in developing their critical thinking and media literacy skills. The pedagogical approach should include both theoretical and practical aspects to enable students to understand and analyse the use of imagery in political language.

## **2 POLITICAL LANGUAGE AS A SPECIFIC FORM OF PROFESSIONAL COMMUNICATION**

Contemporary professional language, in its diversity of disciplines, represents a constantly changing field of means of expression and ways of naming specific professional denotations. Political language, as one of the specialist languages, is an example of the direct touch of interdisciplinarity in contemporary linguistics. It becomes a direct reflection of the socio-political life of a given country or state, which contains elements of culture, as well as the

social and national specific cultural values of its bearers. Political language, as one of the forms of professional language, is all the more significant because it is an actual reflection of society; it is its driving force. Unlike other professional languages, it can harbour both positive and negative connotations and is most closely connected with the events in society. It names, analyses and criticises phenomena and processes; it is capable of mobilising human society, but on the other hand, it is also capable of evoking negative emotions or inciting hatred and hostility. The above factors are directly expressed in language by linguistic means.

Political language is a powerful tool that can shape social views and influence political processes. Its proper use can promote democratic values and participation, while its misuse can lead to polarisation and manipulation of public opinion. Therefore, it is important that political language is used responsibly and transparently in order to promote an informed and engaged society (Habermas: 1991). Political language has important implications for democratic processes. Its use can promote or constrain democracy depending on how it is used. Clear and inclusive language can promote citizen participation in the political process. Open communication increases trust in political institutions. However, the unethical use of political language can lead to reduced trust and increased political tensions. Thus, it is crucial for a healthy democracy that political language is used responsibly and transparently (Putnam: 2000).

The application of the principle of imagery or metaphoricity in the very expression of professional political language has also become an important shift towards bringing professional political language closer to the public. Metaphorical means of expression can be defined as a natural means of vocabulary for naming e.g. new, actual extra-linguistic facts. The process of metaphorisation leads to the conventionalisation of the very meaning of metaphor. Through frequent use in speech, the metaphor gradually becomes established in the vocabulary. Figurative language is represented as a cognitive phenomenon. Metaphorical systems are prevalent in political language.

The language of communication perceives metaphor as one of the main representatives of imagery as a frequent phenomenon. On the theoretical level, several theories of metaphor have been developed and gradually applied to the research of professional language (substitution theory, interaction theory, conceptual theory, structural mapping theory, selection preference distortion theory). From this point of view, the theory proposed by Lakoff and Johnson (1980) is interesting, as it postulates metaphor as a conceptual and cognitive structure, or as a unit of thought that focuses on the transfer of meaning from the source to the target domain within human conceptual activity. According to these authors, metaphor exists primarily as a cognitive phenomenon and only secondarily as a linguistic phenomenon. Conceptual metaphor is a final reflection of how we perceive and structure the world. Conceptual metaphors can form compact yet dynamic metaphorical systems, whose individual components can, of course, evolve further under the influence of specific extra-linguistic circumstances. The core of such a system remains unchanged, but its individual parts, the so-called peripheries, are subject to further updates.

Based on the conceptual theory of metaphor, a metaphorical system is a system of conceptual metaphors and metaphorical models that present the activities of humans and society, revealing their identity and culture. In a particular time period, they are a picture of the world of a particular people, and it is the specific environment in which a given language is used that greatly influences its conception. Thus, the metaphorical system is one of the several tools of man as a bearer of language and culture. The development of a society, its values, lifestyle and morality is thus reflected directly in the linguistic plane.

In a particular historical periods, some metaphorical concepts come to the fore due to the influence of ideological rhetoric. These concepts subsequently disappear from the political vocabulary after a regime change. An example would be the metaphorical model *Juden - Parasiten, Wanze, Spulwurm*, which developed in the German language under the influence of the German ideology of national socialism in the first half of the 20th century. As Mertová (2017) points out, in the Russian language of the second half of the 20th century, there were metaphorical systems such as *State - House, State - Vessel, and Revolution - Feast of the Oppressed and Exploited*, which similarly formed several basal frames. Within the framework of the comparison of Russian and Slovak socio-political discourse of that particular historical stage, using the diachronic method, it defines a distinct analogy of metaphorical models in the Slovak language, due to the long-lasting common, historically and politically conditioned contacts -socialist discourse (Mertová: 203-210).

Contemporary linguopolitical research demonstrates several typologies of metaphorical models, or types of metaphors, that are represented in particular political discourses, or research corpora. As Mertová (2017) states, the Russian political discourse in the 20th century is represented by the dominant metaphorical models, such as metaphors of life (*Life is a journey*) and metaphors of disease (*Crisis state in society is a disease*) (Mertová: 43-44). In the German political discourse we encounter the division of metaphors according to Gehr (2014), who introduces the notion of thematic metaphorical fields. These are e.g. thematic fields of the human body, craft, military, and nature. As a result of the retrospective method of analysing the metaphorical models in the German political discourse, we found the occurrence of the metaphorical models *Object, its properties and functions, Activities of any kind, Cultural specifics, Knowledge of society, Scientific disciplines, Nature, Natural phenomena*. We created the above metaphorical models on the basis of identical bases of imagery, which correspond to individual motivational factors. We developed these metaphorical models on the basis of shared imagery, corresponding to individual motivational factors.

### **3 THE INTERACTION OF IMAGERY AND THE LEARNING PROCESS IN AN INTERNATIONAL ENVIRONMENT**

In today's world of globalisation, the effective exchange of information and the consequent erudition in the field of foreign language proficiency are becoming an essential parts of the training of professionals in the various fields of science. For non-philological university students, the need to know the language of professional communication is one of the prerequisites for their successful integration in international structures and their employment in the contemporary globalised world.

Since 2005, the idea of a single instrument for measuring language competence in its Member States, which aims at mapping the overall foreign language competence of the citizens of the Member States, has been discussed at European level. This element supports the European Union's objective in its multilingual policy of having citizens of all Member States are proficient in at least two foreign languages in addition to their mother tongue.

Languages are also essential for respecting cultural and linguistic diversity in the EU. The European Union has a positive attitude towards the teaching and learning of foreign languages for its citizens. Its language policy is based on the principles of linguistic diversity in all Member States. It also aims to create intercultural dialogue across the EU.

Space is also devoted to theoretical issues in foreign language teaching. For example, I will mention the work of the Language Research Centres, the European Centre for Modern Languages (ECML), and the European Research Centre for Multilingualism and Language Learning (Mercator), which also aim to assist Member States in implementing effective language teaching strategies. In 2019, the European Parliament adopted the Creative Europe

Programme 2021-2027, which emphasises the need to take into account the specificities of different countries, including the particular geographical or linguistic situation of each country or region.

Establishing an effective foreign language teaching strategy at all levels of schools is a long-term process and requires the collaboration of several experts. The field of non-philological higher education is all the more specific because, in addition to education in a particular field, the student is confronted not only with the already required necessity of knowledge of a general foreign language, but especially with mastering a particular field in a foreign language. We are thinking, for example, of the fields of law, medicine, political science, international relations, technology or economic sciences. In particular, it is a requirement to have a command of specialist lexis through working with specialist texts and using it in written and oral communication.

The Faculty of Political Science and International Relations of the UMB is a non-philological faculty that educates students in the fields of political science, diplomacy, security studies, and international relations. It prepares future diplomats, international relations experts, security analysts and political scientists for practice. In the field of language competence, its students have the opportunity to acquire proficiency in several foreign professional languages as part of their studies.

Language is the medium of communication. Each professional language is, at the same time, one of the categories of the presentation of a scientific discipline. It is a characteristic feature of professional language is that a certain degree of professional education or at least a general understanding of the field is necessary to understand it, because terms as names of concepts usually only indicate their meaning. Terminological expressions are one of the pillars of the professional vocabulary. In the contemporary professional language, we observe a trend of figurativeness or metaphoricity of linguistic means, several terms can be identified as expressive means of metaphoric character.

In the professional political language, we encounter the phenomenon of professional figurativeness, in which the possibilities of knowing the thought structures of the subject as well as important and basic linguistic competences are revealed at the same time. This phenomenon opens up the possibility of simultaneously penetrating the system of linguistic relations and professional structures. Of course, from the students' point of view, this possibility brings a number of complications. I will mention, for example, one of the main features of figurative naming, namely opacity, or opacity, multisensuality. When such an expressive devices occurs in a professional texts, it may mean misunderstanding and, consequently, incorrect interpretation of the texts for the students. Metaphor, directly in political language, can be built on deliberate manipulation of the meaning of words. Cingerová (2015) mentions in connection with the use of metaphors in professional discussions on political-economic topics their function of suppressing factual argumentation and the emergence of unproductive emotional exchanges (Dulebová: 73).

Another goal of teaching about the metalinguistic phenomenon of imagery is the development of students' critical thinking itself. Students should be able to recognise manipulative techniques in political language and analyse how imagery can be used to influence public opinion. Another key aspect that can be developed through teaching about imagery in political language is media literacy. Students should be able to critically assess the media and distinguish between objective information and manipulation.

We have defined the ability to understand a professional text in which figurative or metaphorical means of expression occur as figurative metaphorical competence in the framework of linguistic competence.

#### 4 CONCLUSION

The common breakthrough of politics as a social phenomenon, and the language of politics as its vehicle, is multi-sensuality. One of the tools of the mentioned property in linguistic expression is metaphor. At the same time, metaphor is inherently a carrier of modification and actualisation of the world. It is part of political discourse and a component of the conceptualisation of the world. It is one of the names for current events in society. By using metaphors in their speech, the actors of political communication point to several functions of the above-mentioned means of expression. The research of metaphors helps with the correct and accurate interpretation of polysemy in political communication.

Metaphors, as one of the significant forms of figurative means of expression, shape life and events in every field of science. Their correct translation, interpretation, and use requires targeted training in a range of language skills, knowledge of intercultural contexts (social, cultural, political contexts) as well as of the professional subject matter itself (e.g. economics, law, technology, medicine, etc.). Their correct interpretation in a professional text is one of the prerequisites for active work with a given communication. Nowadays, we encounter the traditional classification of linguistic skills or competences into: speaking (oral communication, independent oral speech), comprehension, or listening and reading (reading comprehension, listening comprehension), and writing (written speech). The ability to understand a professional text in which figurative or metaphorical means of expression occur, we have thus defined as metaphorical competence within the framework of linguistic competence.

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Another aim of teaching about the metalinguistic metalinguistic phenomenon of imagery is the development of students' critical thinking. Students should be able to recognise manipulative techniques in political language and analyse how imagery can be used to influence public opinion.

Media literacy is a key aspect that can be developed through teaching about imagery in political language. Students should be able to critically assess the media and distinguish between objective information and manipulation.

For a professional language, in which figurative expressive devices with their characteristic functions in professional texts already occur to a considerable extent, metaphorical competence should be an inherent part of the other linguistic competences already mentioned. The pedagogical aspect of the metalinguistic phenomenon of imagery in political language offers wide possibilities for the development of critical thinking and media literacy in students. Through theoretical study and practical exercises, students can gain a deeper understanding of how imagery affects political communication and how this tool can be used to influence public opinion. In this way, students can also be better prepared for active and informed citizenship in a democratic society.

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