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APPROACHES TO THE ANALYSIS OF METAPHOR AS AN INSTRUMENT OF LINGUISTIC KNOWLEDGE

ПІДХОДИ ДО АНАЛІЗУ МЕТАФОРИ ЯК ІНСТРУМЕНТУ ЛІНГВІСТИЧНИХ ЗНАНЬ

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Abstract. *The purpose of the article is to identify, systematize and characterize approaches to the study of metaphor as a powerful instrument of linguistic knowledge. Despite the many-year history of the study of this component of the problem, the need for this task solution was stressed in linguistic science in order to understand the evolutionary transformations that linguistics underwent during the formation of the metaphorical theory. The dictionary definitions of the term "metaphor" were analyzed and on their basis we made an attempt to suggest an author's approach to the definition of this concept. The multifacetedness and universality of metaphor as a stylistic and cognitive phenomenon became the driving force for distinguishing three main approaches to its analysis. These approaches are generally accepted in the linguistic community, as they involve a complex analysis of metaphorical history from philosophical, linguistic and cognitive points of view. The philosophical approach was based on the understanding of metaphor as a lexical substitute, a rhetorical tool and the way of the language embellishment. Within the framework of the linguistic approach, researchers focused attention on semantic properties of the metaphor and its direct connection with the thinking process, which led to the identification of a gnoseological function as an autonomous one. This idea gained significant development within the framework of the cognitive approach, which involved expanding the functional spectrum of the metaphor for perception, understanding, categorization, evaluation and response of the linguistic personality to the realities of the surrounding world, which continues unceasing development. Further research prospects in this direction may be seen in the detailed description of the current state of the formation of metaphorical theory in the cognitive light.*

Key words: *metaphor, instrument, linguistic knowledge, philosophy, linguistics, cognitive science, approach, lexicographic analysis.*

Introduction.

There is a famous saying by the Spanish philosopher, essayist, critic, educator and politician José Ortega y Gasset: "La poésie est aujourd'hui l'algèbre supérieure des metaphors" [12] (our translation from French – "Today poetry is a superior algebra of metaphors"). We decided to start the presentation of our research results by giving it in an introductory part of this article on account of it reflects cognitive plane of metaphorical expressions, which are hidden for readers, who are to decode the authors' ideas.

Nowadays metaphor is mainly interpreted as a stylistic device, but it is investigated not only within the framework of linguostylistics, it is also the subject of research of other linguistic branches dealing with the analysis of human consciousness, conceptual systems, models and thinking mechanisms etc. for characterizing cognitive metaphorical potential. The main reason for growing scientific interest in metaphorical researches is that this figure of speech is widely

used in the creation of texts belonging to various functional styles and thus it makes possible for the author to achieve planned communicative goals. Metaphor is a multifunctional and universal stylistic phenomenon, but the opinions of scholars regarding its nature, approaches to the understanding of its definition and functions differ. Research topicality of a mentioned problem is predetermined by an increasing need for the systematization of approaches to the investigation of metaphor on account of its results will help researchers achieve better systemic understanding of a controversial nature of this stylistic figure.

The object of our study is the metaphor as an instrument of linguistic knowledge.

The subject is represented by systematization of approaches to a complex analysis of metaphor.

There are two key tasks to be carried out:

1) to sum up and analyze the approaches to the definition of metaphor;
2) to characterize a controversial metaphorical nature from the standpoint of philosophy, linguistics and cognitive science.

The following methods will be used to perform these tasks: the method of dictionary definitions analysis, a comparative analysis, a structural method and the method of cognitive interpretation.

Research results.

We are inclined to think that the thesis on the typology and functions of metaphors in the speeches of modern Turkish politicians by Ukrainian researcher, PhD in Philology O. Poliova [5] is prominent in theoretical background concerning the problem under our analysis. In the chapter "Theoretical foundations of linguistic studies of metaphor in political communication" [5, p. 21] the scholar described three main directions in understanding a complex metaphorical nature. The following definitions were given and analyzed by O. Poliova [5]. We believe that various points of view portrayed in the framework of O. Poliova's research [5] are also important for our terminological analysis. An editor-in-chief of "Linguistic encyclopedic dictionary" V. Yartseva understood: " … any linguistic expression (a word, a phrase, a sentence, a certain text) with a figurative meaning that serves as a tool of pragmatic influence on the addressee" by the term "metaphor" [5, p. 21; 6, p. 296]. In "The Dictionary of the Ukrainian language: Academic Explanatory Dictionary" this term is interpreted as the means of expression, which consists in a figurative use of a word on the basis of analogy or comparison [5, p. 21; 2, p. 687]. G. Lakoff and M. Johnson suggested the definition, according to which metaphor is a conceptual construction, which occupies a central place in the process of development of thought, in the book "Metaphors We Live By" [5, p. 21; 16]. O. Poliova points out that these definitions represent three main directions, within which metaphor is analyzed as a rhetorical figure, a linguistic and cognitive phenomenon [5, p. 21].

Let us consider the other definitions given in other resources. In "The Encyclopedia of Modern Ukraine" we found such definition: " … a language and thinking phenomenon, which consists in transferring the properties of one object (phenomenon, action) and its linguistic sign to another object (phenomenon, action) according to the principle of analogy or contrast" [3].

Understanding a complex nature of metaphor is impossible without the analysis of lexicographical representation of the term in foreign language dictionary articles.

In "Cambridge Dictionary" we found the dictionary article consisting of the following definitions of metaphor: an expression, often found in literature, that describes a person or object by referring to something that is considered to have similar characteristics to that person or object; an expression that describes a person or object by referring to something that is considered to possess similar characteristics [9].

In "Longman Dictionary of Contemporary English" we found such definitions: 1) a way of describing something by referring to it as something different and suggesting that it has similar qualities to that thing [18]; 2) mixed metaphor – the use of two different metaphors at the same time to describe something, especially in a way that seems silly or funny [19]; 3) something that represents a general idea or quality [18].

The compilers of "Collins Online Dictionary" are under the idea that metaphor is: " … a way of describing someone or something by showing their similarity with something else. For example, the metaphor "a shining light" describes a person who is very skillful or intelligent (in British English); " … a figure of speech in which a term or phrase is applied to something to which it is not literally applicable in order to suggest a resemblance, as in "a mighty fortress is our God" (in American English); something used, or regarded as being used, to represent something else; emblem; symbol (in American English) [10].

In "Merriam-Webster Dictionary" the following definition of the term under analysis may be found: "A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness or analogy between them (as in drowning in money)" [20].

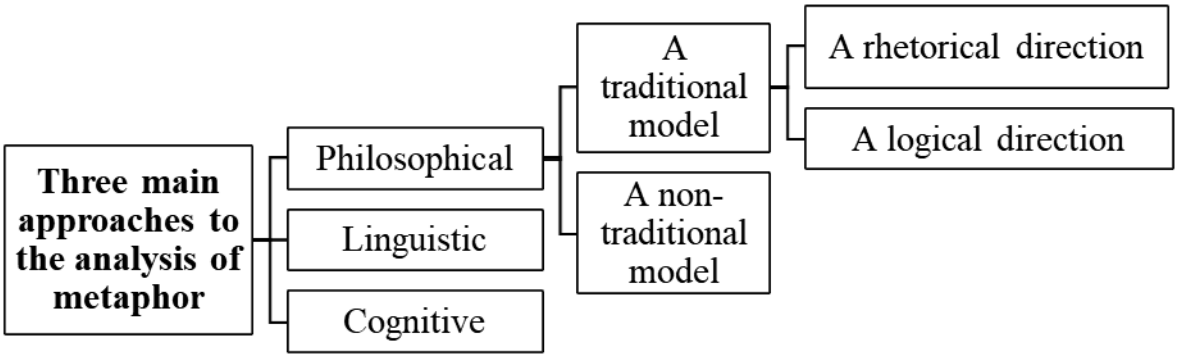
We also consulted the online encyclopedic resource "Britannica": "Metaphor, figure of speech that implies comparison between two unlike entities, as distinguished from simile, an explicit comparison signalled by the words like or as" [13].

In the French lexicographical resource "Dictionnaire français" metaphor is described as: "Figure de style qui consiste à donner à un mot un sens qu'on attribue généralement à un autre, en jouant sur l'analogie, les ressemblances" [12] (our translation – a figure of speech which consists in giving the meaning that is generally attributed to another by playing on analogy, resemblances for the word). In the French dictionary "Larousse" we found the following definition: "Emploi d'un terme concret pour exprimer une notion abstraite par substitution analogique, sans qu'il y ait d'élément introduisant formellement une comparaison" [17] (our translation – the use of a concrete term to express an abstract notion by analogical substitution without any element formally introducing a comparison).

On the basis of the analysis of given lexicographical approaches, we suggest the following definition of the term "metaphor": a figure of speech that is oriented on a figurative use of the word on the basis of stylistically rich analogical substitution to represent a symbolic meaning.

As it may be seen from picture 1, there are three main approaches to the analysis

of metaphor: philosophical, linguistic, cognitive. Their number may be explained by a multifaceted nature of the metaphor itself.



Picture 1 - Scheme "Three main approaches to the analysis of metaphor"
Source – the author's development based on the analysis of researches, given in references

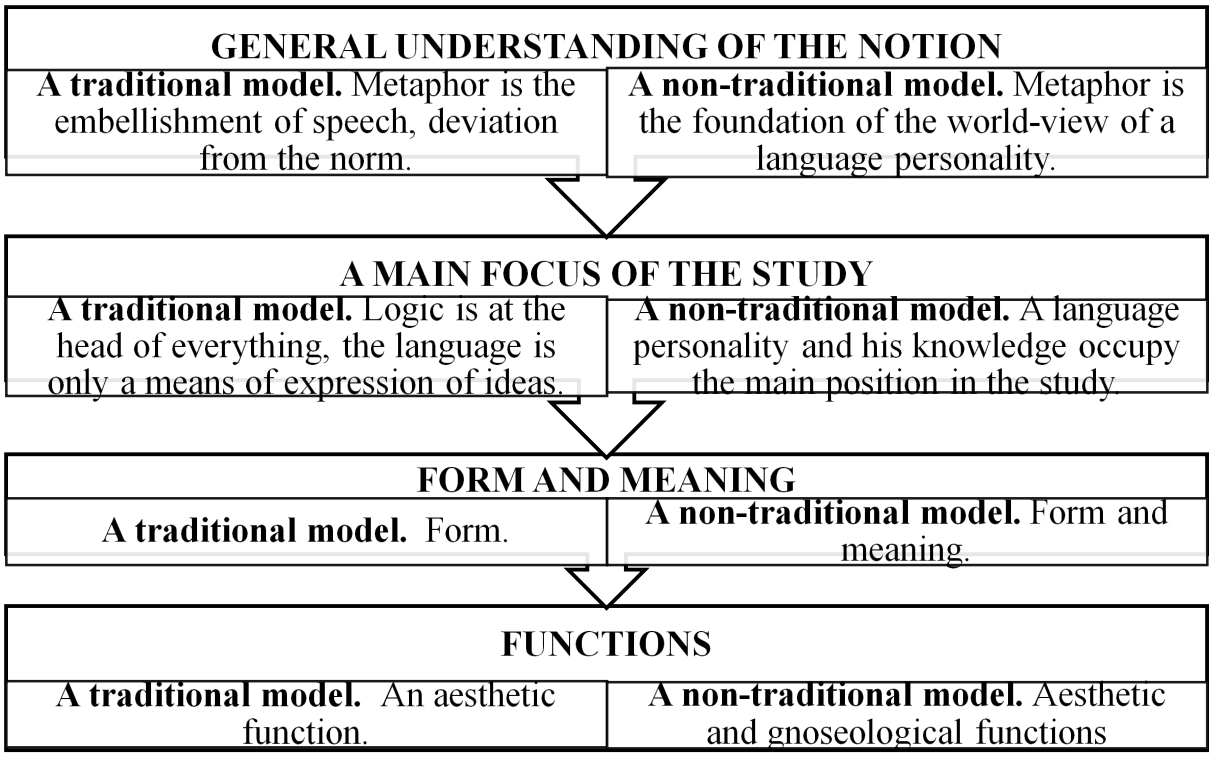
The study of metaphor started with the formulation of a philosophical approach, since the philosophers who belonged to this direction were the first to pay attention to this linguistic phenomenon. The approach was formed around 384–322 BC. Its importance may be proved by the fact that it became a starting point for further metaphorical researches. It was represented by two main models – traditional (the founder was Aristotle) and non-traditional (the main representatives were G. Vico, J. J. Rousseau and Fr. Nietzsche). The first terminological mention of metaphor was in the work called "Poetics" by Aristotle [1]. It laid the foundation for a philosophical approach to the study of metaphor. The concept "metaphor" means a figurative word or a word in a figurative sense [1]. Subsequently, this definition became classic in terms of the philosophical approach. Aristotle pointed out that metaphor correlated with rhetoric and poetics. That's why, a traditional model of metaphor was divided into rhetorical and logical directions.

A rhetorical direction was based on the fact that metaphor was a linguistic phenomenon in the form of a simple figure of speech, the main function of which was aesthetic (a linguistic decoration of speech). The metaphor had only form and was devoid of any meaning. Rhetoricians called for the use of words in their direct meaning.

According to a logical direction, the metaphor was studied from the standpoint of abstract thinking, which entailed a negative attitude towards the trope due to its irrational nature, which distanced the metaphor from a real picture of the world. Logicians believed that the language had a connection with thinking, and words should be used in their direct meaning. As a result, the metaphor appeared as the deviation from the norm, which had no cognitive meaning [4]. Followers of this direction denied the need for metaphorical constructions presenting them as deviations from the norm. However, it was they who first emphasized that the metaphor did not refer to a figure of speech.

We compared traditional and non-traditional models, summarized the obtained results in the format of the picture 2. Within the framework of a traditional model metaphor correlates with the embellishment of speech. It was believed that this figure of speech performed only aesthetic function. This model is based on logical relations, while human participation in the process of metaphorization is denied. The metaphor

has both form and meaning in accordance with a non-traditional model. Metaphorical models perform two functions. Moreover, the gnoseological function is prevalent. A language personality is at the head of studying along with thinking and language. This model is close to the anthropocentric paradigm, which was finally formed only at the beginning of the 20th century. It creates an excellent platform for further study of metaphor, since for the first time it establishes the connection between thinking and metaphor and also the first guesses about a gnoseological nature of metaphor.



Picture 2 - Scheme "The comparison of traditional and non-traditional models"

Source – the author's development based on the analysis of researches, given in references

According to G. Vico's point of view, all words are inherently metaphorical [23]. That idea was the catalyst for the development of a new model for the study of metaphor, in accordance of which it may be characterized by form and meaning and the connection with thinking. Following G. Vico, another representative of a non-traditional model in terms of the philosophical approach J. J. Rousseau believed that metaphor was to recreate the sensory world of a person, while the language generated that world, dressing it with metaphor [11, p. 226].

A non-traditional model differs in contrast from a traditional one, which is mainly based on logic, in terms of which the language takes the last place and hardly interacts with thinking. It is rather an ordinary tool for reproducing words. Representatives of a new model studied the interaction of language and thinking. Subsequently, such interaction is reflected in the picture of the world that the metaphor reproduces. The main representative of a non-traditional model in the study of metaphor was the German philosopher Fr. Nietzsche. According to Fr. Nietzsche's conception, metaphor is the foundation which helped people understand the picture of the world by means of the language. He believed that the metaphor reflected a certain mentality of a particular culture [15]. The language personality became the subject of

cognition, the object was his worldview and the metaphor connected it with the picture of the world.

According to the philosophical approach, metaphor was studied separately from the language while in terms of a non-traditional model the problem was approached from a new position, taking into account the language personality as the subject of research.

Let us move on to the description of a linguistic approach. Many metaphorical theories were developed at the beginning of the 20th century. Mentioned theories occupy a central place within the framework of this approach. Let us consider the theory, suggested by its first representative – the English linguist A. Richards. According to him, metaphors appear in language because our thoughts are metaphorical [21]. The linguist believed that there are two ideas in the metaphor: the first is the content (tenor), the second is its form (vehicle). The main idea is perceived by its content and the form is to express this idea [21]. An American representative of the approach under our analysis M. Black studied metaphor from the point of view of the interaction of ideas. He believed that the role of metaphor lied in its ability to reflect the world [8]. Therefore, he rejected the idea that metaphor is connected with simile. In M. Black's point of view, the metaphor contains two ideas that are superimposed on each other, thereby opening up a new possibility of understanding the world realities [8]. American linguist and philosopher M. Beardsley emphasized that the purpose of a metaphor is to reveal additional significant features of an object without taking into consideration its primary characteristics [7]. W. Aldridge, M. Hester and M. Beardsley supported M. Black's point of view concerning the fact that metaphorization is based on imagination. Forming certain images, metaphors open up a new reality. The French linguist P. Ricoeur developed an extended model of the theory of metaphor, according to which in addition to the process of imagination, there is also the process of sensation [22].

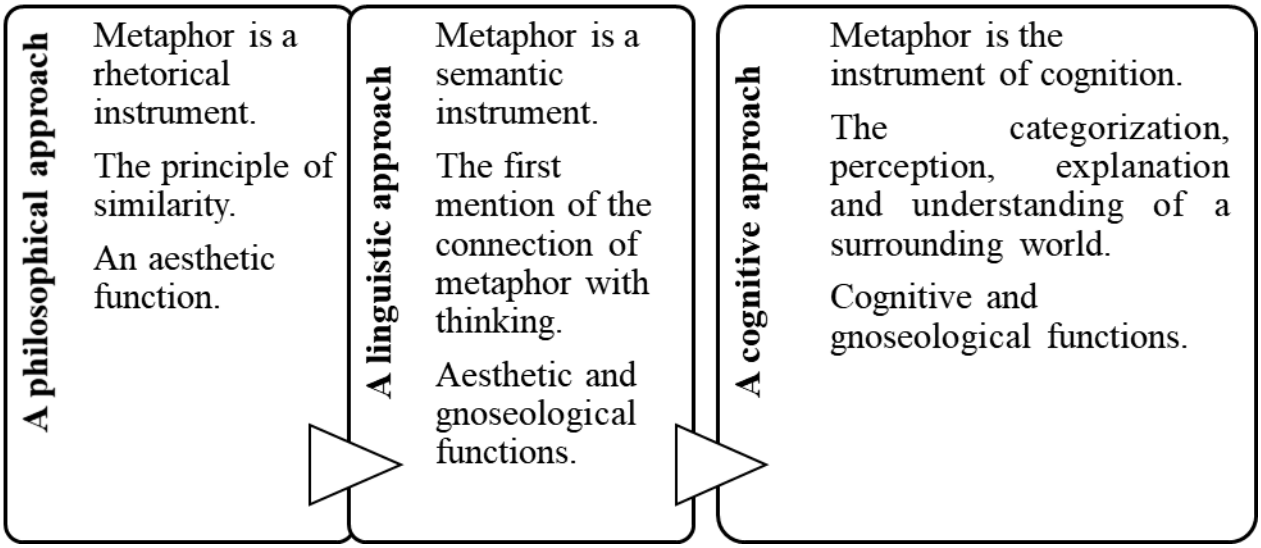
In terms of the cognitive approach it is important to analyze the metaphorical theories existing in foreign linguistics in order to identify their main aspects. Let us start our analysis with the work, written by an American scientist J. Jaynes, who drew attention to the nature and potential of metaphor. In the book "The Origin of Consciousness in the Breakdown of the Bicameral Mind" he characterized metaphorical functions, based on shaping the human cognitive system, due to its ability to expand understanding of the world. The researcher was under the idea that abstract concepts are contained in metaphors. In his point of view, the metaphor is to form a human cognitive system [14, p. 84].

Thus, metaphor must be studied not only as a linguistic phenomenon, but also as a mental one. It is a key idea in terms of a cognitive approach. It may be explained by the fact that metaphorical models are no longer analyzed separately from the individual, language and thinking. They are connecting elements between these three components that are involved in the understanding of the world.

Following J. Janes [14], another American linguist G. Lakoff devoted his research work to metaphor. He and M. Johnson wrote the book "Metaphors we live by" [16], in which the authors described metaphorical models as cognitive elements, pointing to heuristic potential of metaphor. Linguists are convinced that the metaphor

is not limited to a single language area, because the thinking processes are metaphorical by their nature: "Our everyday conceptual system, within which we think and act, is essentially metaphorical" [16].

G. Lakoff believed that metaphorization is based on the relationship of two structures: the cognitive structure of the source and the cognitive structure of the target. A main point of their connection is that the source area is attached to the specific knowledge system of a person obtained by generalizing experience from practice, and the target area is represented by less specific concepts. As a result, a metaphorical transfer occurs, in which the content exists in the area of source and target. Such correspondences between the area of the source and the target, reflected in the linguistic and cultural traditions, are called conceptual metaphors. The emergence of this definition is subsequently referred to as the theory of conceptual metaphor, which later will become widely known and popular in scientific circles.



Picture 3 – "The comparison of approaches to the study of metaphor"

Source – the author's development based on the analysis of researches, given in references

Conclusions.

We summarized our research results by means of picture 3. The philosophical approach is a starting point in the development of the system of metaphorical study. According to it, the metaphor is based on the principle of similarity. In terms of the next approach, metaphorical properties are determined, its connection with the language is indicated and its functions such as aesthetic and gnoseological are pointed out. This approach was decisive because there was the first mention of the connection of metaphor with thinking.

If before the metaphor was close to a stylistic means capable of generating images due to its dual nature and the principle of similarity, in terms of the cognitive approach the angle of consideration of the metaphor was changed. In the modern direction, metaphor is not just a linguistic phenomenon, it is a mental instrument of cognition, categorization, perception, explanation and understanding.

Further research prospects in this direction may be seen in the detailed description of the current state of the formation of metaphorical theory in the cognitive light.

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Анотація. *Метою статті є виокремлення, систематизація та характеристика підходів до вивчення метафори як потужного інструменту лінгвістичних знань. Попри багаторічну історію дослідження цієї складової проблеми в лінгвістичній науці об'єктивувалася потреба до її вирішення задля осмислення еволюційних трансформацій, яких зазнала лінгвістична наука під час становлення метафоричної теорії. Проаналізовано словникові дефініції терміну «метафора» та на основі них було зроблено спробу запропонувати авторський підхід до визначення цього поняття. Багатогранність та універсальність метафори як стилістичного й когнітивного феномену стала рушійною силою для виокремлення трьох основних підходів до її аналізу. Означені підходи є загальноприйнятими у лінгвістичній спільноті, оскільки передбачають комплексний аналіз метафоричної історії під філософським, лінгвістичним та когнітивним кутами зору. Філософський підхід ґрунтувався на осмисленні метафори як лексичної заміни, риторичного інструменту та способу прикрашання мови. У межах лінгвістичного підходу дослідники акцентували увагу на семантичних властивостях метафори та її безпосередньому зв'язку з процесом мислення, що й зумовило виокремлення гносеологічної функції у якості автономної. Ця ідея набула значного розвитку в рамках когнітивного підходу, який передбачає розширення функціонального спектру метафори до сприйняття, осмислення, категоризації, оцінки та реагування мовної особистості на реалії оточуючого світу, який продовжує невпинний розвиток. Перспективи подальших досліджень у цьому напрямі вбачаємо в детальній характеристиці сучасного стану становлення метафоричної теорії у когнітивному світлі.*

Ключові слова: *метафора, інструмент, лінгвістичні знання, філософія, лінгвістика, когнітивна наука, підхід, лексикографічний аналіз.*

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