Cognitive Approach to Translation of Metaphor in Artistic Discourse

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Annotation: This article discusses the cognitive approach to the translation of metaphor in literary speech and the theoretical principles of modern metaphor.

Key words: Metaphor, translation, cognition, theory, philosophy, event, process.

Conceptual metaphors are useful for understanding complex ideas in simple terms and are therefore often used to understand abstract theories and models. For example, the conceptual metaphor of perceiving communication as a channel metaphor is one great theory. Thus, the language of conceptual metaphors shapes not only our everyday communication, but also our understanding of scientific theories. These metaphors are common in communication, and we don't just use them in language; we actually perceive metaphors and act on them.

In the Western philosophical tradition, Aristotle is considered the first commentator on the nature of metaphor in the Poetics: "The term metaphor implies the use of a term that refers to something else," and elsewhere in the Rhetoric he makes the study of metaphors enjoyable. , He speaks; "Easy learning is easy for all people, and words mean something, so words that create knowledge in us are the most enjoyable." Aristotle's writings on metaphor are a "substitute view" of metaphor, in which a metaphor is simply a decorative word or phrase that stands in for an ordinary word. This is sometimes called the "traditional view of metaphor" and sometimes the "classical theory of metaphor".

Later, in the 1st century, the Roman orator Quintilian Aristotle, building on his earlier work on metaphor, focused more on the comparative function of metaphorical language. In his Oratory Institute, Quintilian states: "In totum autem metaphora brevior est similitudo", or "in general, metaphor is a short form of simile". Friedrich Nietzsche For example, language does not describe reality at all, but instead creates a series of bold metaphors. Nietzsche believed that every stage of cognition, the transmission of information about the real world into neural stimuli, the culmination of neural stimuli in mental images, and the translation of mental images into words, is a metaphor.

Modern interpretations of these early theories have also been hotly debated. As Janet Soskis, Professor of Philosophical Theology at the University of Cambridge, succinctly writes, "Obviously, we can only feel the freshness of their thinking when we are freed from the obligation to answer questions that we can never ask them." George Lakoff and Mark Johnson, although at first critical of these early writers, later acknowledge that critical interpretations must take into account that Aristotle worked in a different philosophical framework than the one we associate with him.

The basic tenet of this theory is that metaphor is a matter of thought, not just language: hence the term conceptual metaphor. A metaphor may appear to be made up of words or other linguistic expressions derived from the terminology of a more specific conceptual domain, but conceptual metaphors form the basis of a system of related metaphorical expressions that appear at the linguistic level. Similarly, conceptual metaphorical maps are themselves linguistic diagrams about space, time, movement, control, and other basic embodied elements of human experience.

Conceptual metaphors usually use a more abstract concept as the target and a more concrete or physical concept as the source. For example, metaphors such as "days [a more abstract or objective concept]" or "giving one's time" rely on concrete concepts, thus representing time as a path to physical space or as a substance that can be manipulated. presented as a gift. A variety of conceptual metaphors are used when the speaker wants to argue for a particular point of view or course of action. For example, "the coming days" can be associated with leadership, while "make time" has a strong sense of bargaining. The choice of such metaphors is guided by a subconscious or hidden habit in the mind of the person using them. Today, despite the fact that there is enough knowledge and skills about metaphor in linguistics, interest in it is growing more and more. This is due to the transition of metaphorology to a qualitatively new stage in connection with the actualization of research into the interaction of language and mental phenomena.

Recently, philosophers, logicians, sociologists, psychologists, linguists, literary critics and representatives of the humanities regularly turn to the phenomenon of metaphor.The impetus for this metaphorological boom was the new ideas about the essence of metaphor, expressed in the cognitive theory of metaphor. At the end of the last century, E. S. Kubryakova wrote that "Cognitive science is a science that studies the reflection and storage of knowledge within the framework of perception, classification, evaluation and understanding of the world."

The main task in the cognitive process is performed by metaphors as a manifestation of the analogue abilities of the human brain. Metaphor plays an important role in cognitive processes as a manifestation of such capabilities of the human mind. In modern cognitive science, metaphor is seen as the basis of mental processes such as explanation, evaluation, perception

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and perception. A person not only expresses his thoughts with the help of metaphors, but also uses their aesthetic potential, and also thinks in metaphors and uses them to study the world in which he lives. Metaphors help us to change the linguistic picture of the world that exists in the mind of the recipient, to introduce known phenomena into new categories.

An important role is played by the aesthetic potential of metaphor, the ability to emotionally evaluate being.

An increasing number of new modifications of the theory of cognitive metaphor requires a comprehensive understanding of the history, current state and prospects for the further development of this scientific direction.

Metaphorical stability arises not only between individual elements of two knowledge structures, but also between entire structures of conceptual areas. Further development of the theory of conceptual metaphor went in several directions, each of which enriched the human mind with its own ideas and methods.

The assumption of partial preservation of the structure of the source domain upon metaphorical projection into the target domain is known as the "invariance hypothesis" [16,28]. Due to this feature, there can be metaphorical events that are not clearly expressed in the metaphor, but arise as a result of external cognition.

The view that conceptual metaphor spans the entire realm of human experience and has important cognitive capabilities is currently expressed in many studies of conceptual metaphor. In particular, the scientific publications of V. Budaev, A.P. Chudinova and others comment on the conceptual metaphor. At the present stage, several directions can be distinguished that influence each other, complement and negate each other, which form a complex scientific prototype of a cognitive approach to the study of metaphor, united according to the family principle. similarity.

Despite the variety of approaches, researchers still continue to modify and supplement certain rules of the theory of conceptual metaphor. Indeed, in the process of metaphorization, there is a constant interaction between the source sphere and the target sphere, which leads to the emergence of completely unique phenomena, leads to Researchers are focused on clarifying and understanding the truths of the body-mind theory.

The researchers say a more complex feature is the relationship between conceptual domains. For example, when we think about conflict, "war" is not the main concept. Because there may be a dispute where a conflict has arisen, but this is not the concept of war. There is a complex structure to interpreting an argument (from simple discussion to competition and war). When we analyze metaphors outside of text, understanding the meaning they convey becomes a bit more difficult. For example: if you pay attention to the metaphors "defense", "position", then it is not so difficult to understand that these are words related to war. But it is difficult to determine whether the words "manoeuvre" and "tactics" refer to war, a sporting event, or a game of chess. For this, the text serves as our main source. In the text, the meaning of these metaphors is more clearly revealed with the help of metaphorical units.

It should be noted that the general development of ideas cognitively has a constant impact on the development of its individual directions, as well as on the development of the theory of cognitive metaphor. During the emergence of the theory of conceptual metaphor, the development of metaphor was one-sided, and it was assumed that the source sphere determines the composition of the target sphere. However, questions about the thesis about the unidirectionality of metaphorical projection are growing, and facts about the multidirectionality of metaphorical transformations are being discussed more and more often.

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