AUTHOR'S METAPHOR AND ITS FEATURES IN ARTISTIC DISCOURSE

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Abstract: The role and specificity of the author's metaphor in artistic discourse play an essential role in their translation, interpretation, and overall recognizability. This fundamental step in processing the author's metaphor is necessary for a complete understanding of the symbolic language code in artistic discourse and overall speech activity. This study aims to experimentally verify the perception and processing features of a corpus of authors' metaphors in various European languages by students. Another aim is to establish the effectiveness of metaphor translation methodology using psycholinguistic variables, consider contextual influences, and evaluate the improvement of translation competence. The research goals involve the application of a comprehensive methodology, with the main method in the project being pedagogical experimentation. Additionally, description, observation, and questionnaires were used as methods. They allowed identifying the peculiarities of the author's metaphor perception. The research hypothesis suggests that the specifics of the author's metaphor entail developing specific effective techniques for working with it, enhancing the translation competence of professionals by creating favorable pedagogical conditions. The result of project implementation is the establishment of the specificity of translating the author's metaphor as a professional translation activity. Another result is to evaluate the proposed approach to enhancing skills and knowledge in fiction writing and enabling translators to navigate the construction peculiarities of European authors' metaphors easily. In the future, the research will continue on educational projects that consider the investigation of figures of speech and thought in European literature and the algorithms of their translation. The development of teaching methodologies for translators working with fiction and journalistic texts should focus on forming translation competencies that allow becoming professional specialists.

Keywords: author's metaphor, artistic discourse, discursive practice, foreign language teaching, translation competence, professional communication, pragmatics, fiction writing

1 Introduction

In the research, an attempt is made to expand the current understanding of the characteristics of an author's metaphor and its most appropriate representation in translation. This topic is relevant to contemporary communication theory and translation theory. The author's metaphor is closely related to the emotional sphere of human experience, and if properly formed, it has a notable impact on the audience. As manifested in artistic discourse, an additional effect of the metaphor is achieved through rhyme, vivid imagery of poetry, rhythm, and other artistic and stylistic devices, etc. From a psycholinguistic perspective, the metaphor is studied as an element that embodies emotional states, abstract concepts, complex visual images, and authorial intentions (Way, 2016).

Rhetoric, communication theory, and linguistics have numerous definitions of the metaphor concept. However, when it comes to examining artistic discourse and the challenges of translating the author's metaphor, our research relies on the understanding that metaphor is a stylistic figure that functions in artistic discourse. In this aspect, metaphor (from Greek "transfer, carrying over") is a stylistic figure that conveys the essence of a class of objects by denoting a similar class of objects or an object. It is a form of comparison presented in a condensed and abbreviated form. Instead of the reality against which the "unknown" is compared, there is the naming of the reality to be compared, for example: "roses of lips" and "rosy lips." The core of an individual metaphor can be represented as a juxtaposition of initially seemingly unrelated elements; for instance: Love is a sweet poison and life – is the strict judge.

Figurative, individual-author metaphors are formants of artistic discourse, and this type of metaphor shapes not only the idiostyle of a specific author but also the literary tradition of each nation. That is why working with translating the author's

metaphor in the context of European languages is both essential and challenging. Differences in theoretical positions and research concepts characterize the study of metaphor. It also involves discussions about the conditions of using individual metaphors in artistic discourse and the relevance of employing metaphors in scientific discourse (Dmytruk, 2021; Salgur, 2013). As a result of such research activity, the significant role played by metaphor in shaping the type of discourse has been recognized. It allows for the juxtaposition of entirely different realities and their figurative representations. Also, it serves as the basis for speech and thinking in discursive practices (Kiraly, 2015). An artistic discourse relies on intuitive perceptions, the sense of similarity between the image conveyed by the metaphor and the object discussed in the work. This sphere encompasses ideas, images, and emotions that sometimes lack direct reflection in everyday life. It is precisely why the metaphor presents challenges regarding non-native speakers' comprehension and translation. The scientific problem of examining the author's metaphor in artistic discourse and its translation mechanisms into other languages is highly relevant to European civilization. The value of the successful implementation of creative practices, and representation of one's own culture and individuality through creative texts, is an essential task for a poet. Besides, effective translation work helps realize this intention, expand the boundaries of a particular culture, and bring the understanding of a specific author's ideal style to a wide audience (Junining et al., 2020).

Therefore, developing and implementing teaching methodologies for the translation of fiction texts, where the author's metaphor plays a significant role as an embodiment of the author's individual style and national culture represented in artistic discourse, is a promising research direction.

This study aims to establish the peculiarities of students' perception and parameters of handling the authors' corpus of metaphors in the artistic discourse of European languages and evaluate the effectiveness of metaphor translation methodology using linguistic parameters of metaphors and considering contextual influences.

Based on the aims, the following research tasks were planned to be carried out:

- To determine the core parameters of metaphor as a linguistic unit.
- To evaluate the authors' metaphor (Spanish and Italian poetry) and its peculiarities as translation material.
- To assess the author's metaphor (French and English poetry) and its characteristics as translation material from the translator's viewpoint.

2 Literature review

Developing and implementing new education models in translation expertise have recently become a topic of interest for many researchers (Ashton, 2014; Kiki-Papadakis, Chaimala, 2016; Jayashree, 2017). The studies have focused on developing teaching models for translation through new linguistic discoveries and digital technologies (Del Arbol, 2018; Bergen, 2010; PACTE, 2018). The scholars indicate that students' translation education should be based on new technological capabilities and philological competence (editing, working with authors of fiction writings, and working with authentic texts).

Within the interest in a metaphor as an element of discursive practices, discussions primarily revolve around the deviation of metaphor from the norm of "literal reading" (Brøgger, 2017). The authors studied metaphors that can actualize different types of discourse:

- The metaphors in medical terminology (Dmytruk, 2021);

- The metaphors as an access index to the direct meaning by default (Bambini et al., 2013);
- The metaphors and mechanisms of its realization as sensitive to linguistic and non-linguistic information (Vienne, 1996; Ko et al., 2013);
- Theoretical aspects of the metaphor's functioning, structure, content, and typology (Saydalieva, 2019).

It is crucial to consider the features of the idiostyles' formation in terms of folk culture, an artistic method, and the time when the author created them to study the author's metaphor in artistic discourse (Bohrn et al., 2012). Also, a typology of metaphor, the features of the model and construction of the author's metaphor, and an approach to its analysis have been presented (Ledin, Machin, 2020).

The hypothesis of graded salience has been created within the framework of linguopragmatic research. It significantly opens up the algorithm for translating original tropes (Giora, 2003). This hypothesis reconciles the literal and nonliteral meanings by gradually bridging the gap between literal meaning and metaphorical language, highlighting the differences between non-obvious and basic definitions.

In experimental pragmatics, several studies have demonstrated the complexity of metaphors and analyzed the reader's effort in "decoding" them compared to literal expressions. Some additional lexical and grammatical adjustments have been identified, representing the conceptual level of language and describing other cognitive preferences (Bambini et al., 2013).

Another area of interest in studying the author's metaphor in artistic discourse is neuropragmatics. Within this linguistic direction, a metaphor undergoes processing, where bilateral patterns of its activation are represented, considering non-verbal processes in discursive practices and the linguistic instruments for their representation (Rapp A. M., 2012).

3 Methods

The research team implemented several project implementation stages to achieve the study's goals. A comprehensive approach was used in the research, including surveys, testing, observation methods, and quantitative and qualitative methods for data analysis. The descriptive method was used for the examination of the theoretical material. The study was conducted at the Zaporizhzhia National University, Faculty of Foreign Languages. The project involved 2 professors and 60 students of the first (bachelor's) and second (master's) levels of higher education. The educational program and curriculum included a special Spanish, Italian, French, and English course dedicated to translating fiction, focusing on the author's metaphor. Anonymity and privacy were guaranteed to all experiment participants, and the respondents signed documents to confirm their voluntary participation in the project. The training of the translation competence activation model was conducted in groups, with significant emphasis on artistic discourse and its implementation tools. Data and materials were collected and analyzed throughout the 2021-2022 academic year (1st semester) from teaching the basics of fiction text translation.

Stage 1. At the initial stage, there were created a curriculum and course materials. Also, several consultations were held with teachers and students to determine their level of motivation and readiness to participate in the experiment.

Stage 2. At this stage, testing was conducted to assess the author's metaphor in poetic texts in Spanish and Italian and the ability to recognize its features as translation material. The author's metaphor presented in poetic texts in French and English was also evaluated in terms of its features as translation material from the translator's perspective.
Additionally, the principles of translation competence formation within the course "Translation of Fiction Texts" framework were determined.

Stage 3. The final stage involves monitoring the students' evaluation of the proposed teaching model and working with the author's metaphor and texts in a literary style concerning mastering translation skills and understanding the role of the author's metaphor in shaping an idiostyle. Based on the collected data, the attractiveness and effectiveness of the researched model of fiction text translation training were determined. The educational materials will be further developed, systematized, and uploaded to university websites and electronic archives for future use. As for the difficulties faced by the research group, they include:

- The time-consuming nature of the project (an academic semester),
- The inability to determine reasons for changes in respondents' ratings and opinions,
- The limitation in conducting in-depth qualitative research.

4 Result

The collection and systematization of data necessary for the study, technical and methodological preparation of activities within the educational process, and the theoretical basis of translators' work with metaphor made it possible to start implementing the project. The curriculum was developed in advance, which included active work with algorithms for translating the author's metaphor. Also, the working groups were formed, and preliminary work was done with teachers and respondents.

The primary focus was on identifying the key features of authors' metaphors that should be emphasized in the process of teaching translation skills for texts in the artistic and publicistic style. This distribution was based on various approaches to the mechanisms of metaphor activation.
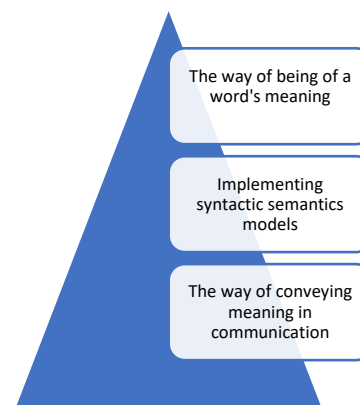

Figure 1. The key parameters of a metaphor as a linguistic unit (authors' elaboration).

At the level of considering metaphor as a means of semantic realization, that is, a linguistic phenomenon, the focus is on the meaning of words and semantic nuances that construct the figurative framework of the text. Such an approach assumes that metaphor is realized in the linguistic meaning of words. The lexical-semantic potential of language is actualized, where language is a stable system capable of autonomous functioning.
At the level of attention to metaphorical meaning formed through the interaction of verbal units that collectively form a complex of phrases and sentences, metaphor is also realized at the level of syntactic collocation of words.

At the third level, as a parametric indicator of metaphor, we consider its ability to shape the content of expression, including in artistic discourse, realized in texts at the utterance level. It is an innovative perspective on the figurative comparison.
In the 2nd stage, after familiarizing ourselves with a series of translation techniques and translation theory, focusing on the author's metaphor in the artistic discourse of Italian and Spanish

poetry, a first survey was conducted to study the perception and understanding of translation technologies. Besides, the survey aimed to determine the ability to analyze and evaluate the text, the artistic method, style, and context of the text to be translated, the author's stance, etc. The survey was conducted using researcher-developed sets of tasks and questions. The respondents were asked to determine the parameters of metaphor and assess the level of intensity of the feature in metaphors as "low," "medium," or "high." The students translated the poetic text, and the Italian and Spanish poets' poems contained sufficient amounts of the author's metaphors (poetry by G. Lorca, G. Gozzano, G. Pascoli).

Table 2. An assessment of the author's metaphor (French and English poetry) and its features as a translation source (authors' elaboration).

Feature	Parameter intensity level					
	Low		Average		High	
	1st half of the 1st semester	2d half of the 1st semester	1st half of the 1st semester	2d half of the 1st semester	1st half of the 1st semester	2d half of the 1st semester
Recognizability	21%	20%	37%	42%	42%	48%
Internal form transparency	20%	25%	29%	20%	51%	55%
Metaphor simplicity	16%	30%	44%	40%	28%	30%
Metaphor complexity	45%	48%	28%	21%	44%	51%
Comprehension	10%	3%	46%	30%	51%	60%

During the experiment, it was found that the comprehension of metaphors in French and English authors is at a high level of 51%-60%, while on average, it is 46%-30%. It also indicates an understanding of the pragmatics of using metaphor in poetic texts to create a comprehensible and necessary emotional and figurative context for the author. It has been found that the transparency of the internal form noted by the respondents does not diminish the recognition of an image's complexity presented by poets. In a certain way, it defines the features of such a type of discourse as artistic.

At the final stage of the debriefing, students were surveyed on their assessment of the use of fiction text translation techniques as a means of mastering translation skills and understanding the role of the author's metaphor in forming idiostyle in artistic discourse.

Table 2. An assessment of the author's metaphor (French and English poetry) and its features as a translation source (authors' elaboration).

Feature	Parameter intensity level					
	Low		Average		High	
	1st half of the 1st semester	2d half of the 1st semester	1st half of the 1st semester	2d half of the 1st semester	1st half of the 1st semester	2d half of the 1st semester
Recognizability	38%	30%	30%	21%	18%	24%
Internal form transparency	40%	44%	50%	45%	10%	11%
Metaphor simplicity	16%	30%	50%	30%	20%	40%
Metaphor complexity	45%	48%	20%	22%	35%	30%
Comprehension	6%	2%	80%	80%	14%	18%

The approach to perceiving translation as a practical-creative activity, where the author's metaphor is a part of professional growth, will contribute to the effective learning of a foreign language and motivate the acquisition of professional and general education skills. Also, it will help to improve the ability to communicate and evaluate a fiction text as a type of discursive practice. The statement emphasizing the importance of working with translations of fiction texts received the highest approval from respondents. It not only declares the importance of knowledge of phonetics, grammar, vocabulary, and successful communication (89% of respondents) but also emphasizes the need to understand the trends, styles, and peculiarities of literary methods (97% of respondents in total). Literary studies' stances and linguistic orientation are essential components of a translator's competence, which is necessary for learning and professional activities.

5 Discussion

A series of studies have determined that forming a translator's expertise is part of the pedagogical process and a creative approach to studying foreign languages and world literature.
The knowledge related to the ability to translate fiction texts is an integral component of the indicator of high professionalism. Besides, the skillful use of tropes, including the author's metaphor, can demonstrate the teacher's creative potential and literary mastery (Puranik, 2020; Zhao, 2018). The scholars working on the content and conditions of forming linguistic competence in the training of future specialists urge the application of pedagogical technologies and teaching methodologies that make the educational process creative, qualitative, and effective (Bergen, 2010; Senthilkumar, Kannappa, 2017).

Our study also revealed that working with the author's metaphor from the perspectives of discourse theory, psycholinguistics, and pragmatics is vital for future professionals (98% of respondents approve of such activity). The modern job market requires the preparation of creative and innovative specialists with a wide range of professional knowledge. The comprehensive programs incorporating new linguistic discoveries are necessary to train highly skilled professionals to meet the demand for such experts in the job market. Working with metaphor as research material is also part of modern research (Bambini et al., 2014).

The scientists analyzed 115 Italian authors' literary metaphors and 65 literary metaphors embedded in original texts. Respondents evaluated these metaphors from the perspective of psycholinguistics (frequency of phrases and lexemes, readability, meaningfulness and complexity, associativity, and specificity). The majority received average to low scores in all parameters. In our study, the survey of respondents regarding the perception and reproduction of the author's metaphor yielded average to low scores as well. The high level of metaphor comprehension in French and English authors ranges from 51% to 60%, while for Spanish and Italian authors' metaphors, it ranges from 14% to 18%. The reasons for this are European fiction and poetry perception's cultural, stylistic, and linguistic peculiarities.

In the future, it is worth planning to continue experimental research on the literary author's metaphor and the role of the context in constructing artistic discourse, where linguistic grounding correlates with aesthetic aspects of language.

6 Conclusion

The dominant characteristic of a metaphor is its aesthetic immersion, which defines the stylistics and rules of creating a metaphor as a product of individual creativity. The communicative and cognitive role of the author's metaphor in shaping artistic discourse also plays a significant role in conveying the author's emotional and semantic intentions to the

audience. The translator's task is to accurately convey the complexity of emotion, analogy, and content embedded by the author. The correct translation of the author's intentions embedded in the author's metaphor is vital for the multifaceted development of the poetic text. According to the research findings, the practical plane of studying the author's metaphor in artistic discourse significantly depends on the ability to identify and reproduce the discourses and contexts where metaphor is realized. It is essential to understand that translating a fiction text is not a monolithic constant technique. This resource undergoes changes based on sociocultural and socio-economic shifts in the labor market. Most students (approximately 98%) have recognized the importance of translation skills for their future professional development.

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