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METAPHOR AS A PRAGMATIC MEANS FOR STYLISTIC ENHANCEMENT: COGNITIVE AND TRANSLATION STUDIES PERSPECTIVES

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Among the myriad tools of linguistic expression, metaphor stands out as a potent means of enriching language and influencing audiences. This paper explores metaphor as a pragmatic tool for stylistic enhancement, drawing insights from cognitive theory and translation studies.

Traditionally, research on the metaphor was primarily linguistic. However, in the latter half of the 20th century, scholars shifted towards understanding the metaphor as a reflection of cognitive processes and a mechanism for structuring human concepts. The objective of this article is to define the metaphor as a pragmatic means of stylistic expression and to elucidate its various functions within texts.

A cognitive approach to metaphor, championed by researchers from both national and international backgrounds, interprets the metaphor as a complex cognitive phenomenon with implications for communication, psychology, and cognition. The metaphor serves multiple functions, including stylistic enhancement, cognitive structuring, and communicative efficacy.

In translation studies, the metaphor poses unique challenges due to its cultural and linguistic nuances. Reproducing metaphors accurately requires a nuanced understanding of their contextual and conceptual underpinnings. Through a comprehensive analysis of existing research, this paper aims to provide practical guidance for translating metaphors effectively, considering their diverse functions in texts.

The study identifies various functions of the metaphor, including its role in cognition, communication, and stylistic expression. The metaphor acts as a cognitive means, shaping thought and perception while enhancing the aesthetic and emotional impact of texts. Additionally, this implementation is crucial in genre formation, heuristic exploration, and mnemonic encoding.

Moving forward, future research will delve deeper into the intricacies of translating metaphors and develop practical strategies for reproducing them in different linguistic and cultural contexts. By understanding the multifaceted nature of metaphor and its pragmatic functions, translators can ensure the faithful and impactful rendition of metaphorical expressions in translated texts.

Keywords: *metaphor, linguistic expression, pragmatic tool, translation studies, cognitive approach, communication.*

Радецька С. В., Мілова О. Є. Метафора як прагматичний інструмент стилістичного вираження: когнітивний та перекладацький аспект. Серед безлічі засобів мовного вираження метафора вирізняється як потужний засіб збагачення мови та впливу на аудиторію. Ця стаття досліджує метафору як прагматичний інструмент для стилістичного покращення із залученням ідей як з когнітивної теорії, так і з перекладознавства.

Традиційно дослідження метафори мали переважно лінгвістичний характер. Однак у другій половині ХХ століття вчені перейшли до розуміння метафори як відображення когнітивних процесів і механізму структурування людських понять. Мета статті полягає у визначенні метафори як прагматичного засобу стилістичного вираження та з'ясування її функцій у текстах.

Когнітивний підхід до метафори, який підтримують як вітчизняні, так і зарубіжні дослідники, тлумачить її як складне когнітивне явище, яке має наслідки для спілкування, психології та пізнання. Метафора виконує низку функцій, серед яких варто зазначити стилістичне покращення, когнітивне структурування та комунікативну ефективність.

У царині перекладознавства метафора спричиняє унікальні проблеми через її культурні та мовні нюанси. Точне відтворення метафор вимагає тонкого розуміння їх контекстуальної та концептуальної основи. Завдяки всебічному аналізу існуючих досліджень представлена стаття має на меті надати практичні вказівки для ефективного перекладу метафор, з урахуванням їх функцій у текстах.

Дослідження визначає низку функцій метафори, зокрема її роль у пізнанні, комунікації та стилістичному вираженні. На наш погляд, метафора слугує когнітивним інструментом, для формування мислення та сприйняття, а також посилює естетичний та емоційний вплив текстів на реципієнтів. Крім того, метафора відіграє вирішальну роль у формуванні жанру, евристичному дослідженні та мнемонічному кодуванні.

З огляду на зазначене, майбутні дослідження передбачають глибше занурення у тонкощі перекладу метафор і розроблення стратегій для їх відтворення у різних мовних і культурних контекстах. Розуміння багатогранної природи метафори та її прагматичних функцій надає змогу перекладачам забезпечити достовірне та ефектне перетворення метафоричних виразів у перекладених текстах.

Ключові слова: *метафора, мовне вираження, прагматичний засіб, перекладознавство, когнітивний підхід, комунікація.*

Introduction. The exchange of information is one of the factors contributing to the development of society, and the advancement of telecommunications and mass media significantly accelerates this exchange, inevitably leading to an increase in its flows and the emergence of new genres of communication with their own linguistic and stylistic features.

Texts of social communication constitute valuable material for research due to their mass orientation in terms of themes and, as a result, richness in linguistic and stylistic means of pragmatic influence on the audience. One such means is metaphor, an effective tool of linguistic expression whereby the surrounding reality is understood through the transfer of attributes from one object or phenomenon to another. Metaphor is one of the most common ways to enrich a language, which has long attracted the attention of philosophers, logicians, and linguists (Farshi, Afrashi, 2020). Recent research on metaphor has focused on a variety of interdisciplinary areas, particularly in cognitive science, neurolinguistics, and discourse analysis. Studies have shown that metaphors are just rhetorical devices and essential cognitive tools.

Theoretical Background. The phenomenon of metaphor in the fields of linguistics and translation studies has been explored by such renowned scholars as Aristotle, Newmark, Davidson, Van den Broeck, Hoffman, Richards, Lakoff, Johnson, Bilous, Halych, Karaban, Yefimov, Mazur, whose works form the scientific and methodological foundation of our research. Their studies have significantly contributed to the understanding of the metaphor's role in language cognition and communication. These scholars have examined the multifaceted nature of the metaphors, from their cognitive functions to their implications in cross-cultural translation. This research builds on their insights, aiming to further analyze the interaction between the metaphor and the meaning in both theoretical and applied contexts. For quite a long period, research on the metaphor was conducted primarily from a linguistic perspective. However, in the second half of the 20th century, this approach was replaced by the study of metaphor as a linguistic reflection of cognitive activity and an important mechanism for structuring the system of human concepts (Lakoff, Johnson, Mac Cormac, 2003). There are numerous studies dedicated to the functioning of the metaphor in literary texts, but considerably less attention has been given to their use in journalistic and scientific texts. As a result, translators often face the following questions: What distinguishes literary metaphors from those in journalism and scientific writing? How should metaphors be rendered in journalistic and scientific styles? Can these metaphors be treated the same as literary ones, using the same translation strategies? In our research, we address these questions to enable translators to reproduce the metaphors accurately in literary, journalistic, and scientific contexts.

Methods. The objective of the article is to define metaphor as a pragmatic means of stylistic expression. The research employed problem-based, systemic,

synergistic, hermeneutic, and narrative approaches. Throughout the research process, general scientific methods of analysis, synthesis, comparison, and generalization were utilized.

Results and Discussion. The theoretical foundations for studying metaphor were laid by Aristotle over two millennia ago. Investigating language and style solely within a literary context, as he had no interest in spoken language at all, the philosopher viewed metaphor as the transfer of a word with a change in meaning “either from genus to species, or from species to genus, or species to species, or by analogy.” Furthermore, he understood it not only as a means of stylistic embellishment but also as a feature of human figurative thinking, as “a property of human language” (Aristotel, 1967).

However, several ancient thinkers such as Quintilian, Cicero, Demetrius, and Theophrastus also regarded metaphor as a linguistic phenomenon, attributing to it lexicographic and semantic potential. This perspective became the foundation for subsequent studies of metaphor (starting from the 20th century) as an integral attribute of language, essential for achieving communicative, nominative, and cognitive goals. Researcher Sukhova notes that metaphor holds value as a stylistic device when it contains original information. Studying English-language novels of the 19th and 20th centuries, the researcher concluded that metaphor forms the basis of the aesthetic value of literary texts because it is capable of expanding the semantic scope of a concept and incorporating the reader’s entire background knowledge into its recognition. Through this figure of speech, the author highlights the individuality of a particular object, phenomenon, or person and reproduces it by comparing it with other objects, phenomena, or individuals based on some common characteristic (Sukhova, 2018).

The cognitive approach to studying metaphor is arguably the most relevant in contemporary linguistics, as cognitive theory interprets metaphor not only as a semantic shift from the literal meaning of a word to the figurative but also as a complex multi-level cognitive, communicative, psychological, and other phenomenon (Khoroshun, 2015).

The idea of metaphor as one of the forms of conceptualizing reality and the result of cognitive processes, which replaced purely linguistic approaches to its study, began to take shape with the publication of scientific works by Lakoff, Johnson, Mac Cormack, and others. It should be noted that almost half a century before the publication of Lakoff’s seminal work “Metaphors We Live By,” Richards pointed out that metaphors are quite common not only in the language of

humanities (philosophy, psychology, linguistics, etc.) but also in the exact sciences, as well as in everyday communication (Richards, 1936). The use of metaphors for modeling new concepts proves to be of great value for conveying an understanding of them. There is a comparable role for metaphors in science education, where metaphors are used to acquire and convey an understanding of phenomena (Smedinga et al., 2023).

Metaphor has a very wide prevalence in language and speech, as it can be encountered in any text of any style or genre. The metaphorical nature of human thinking contributes to understanding the processes of the surrounding environment and their nomination. Thanks to this, new concepts, phrases, linguistic expressions, etc., emerge. Frequently used metaphors lose their sense of novelty and transition into the category of commonly used words and phrases; in other words, they become demetaphorized.

Being both a unit of language and speech, metaphor serves several different functions.

As a stylistic device, it lends textual imagery. As a means of cognition and conceptual nomination, it engenders metaphorical thinking in speech and creates new linguistic expressions using existing ones. From this, it follows that metaphor is not only an effective means of stylistic expression but also a powerful cognitive instrument, a “driving force” of human thought. Mac Cormack describes the metaphor as both 1) a cognitive process that shapes and expresses new concepts and 2) a cultural process through which language itself is indirectly altered (Mac Cormack, 1985).

In our study, we adhere to the viewpoint of the English translation theorist Newmark, who regarded metaphor as any word or phrase used in a figurative sense, the personification of abstract concepts, or the transfer of properties and qualities from one object or phenomenon to another based on similarity (Newmark, 1988). Such a definition aptly complements the observations of Lakoff, who stated that “fundamentally, metaphor involves understanding and experiencing one thing in terms of another” (Lakoff, Johnson, 2003).

The diversity of metaphors encompasses variations in content, structure, and functions, leading to the development of numerous classification systems based on different principles. One such basis for classification is evident throughout history, with Aristotle’s recognition of four types of metaphorical transferences: from genus to species, from species to genus, from species to species, and via proportional analogy. In contemporary linguistics, a relevant division lies between

conceptual and artistic metaphors. Conceptual metaphors encompass structural (where one concept is organized by analogy to another), orientational (about spatial orientation), and ontological (derived from experiences with material objects, offering diverse perceptions of the world). Artistic metaphors, on the other hand, comprise individual and traditional categories (Rasse, 2020). Individual metaphors reflect the author's unique interpretation of the signified and are contextual. In contrast, traditional metaphors are ingrained in linguistic and cultural traditions, possessing a stable implementation form while retaining imagery and expressiveness (Redey, 2018).

The role that metaphor plays in language and speech is significant, particularly because it pertains to all abstract concepts and phenomena, which are difficult to explain in literal terms. Through the metaphor, synonymic and polysemous series expand, new lexical and phraseological constructions emerge, terminological systems develop, and emotionally expressive vocabulary evolves. Depending on the sphere of application of metaphor, we can identify the following functions of metaphor, considering the relevance of reproducing this stylistic trope in translation. A precise delineation and comprehension of the functional role of employing metaphors within texts of specific styles and genres, particularly in social communication, represent a crucial phase in accurately and equivalently reproducing the metaphor during translation.

Nominative function. This function enables a word to develop its figurative meanings, eliminating the need to create entirely new lexical units.

Informative function. The primary characteristic of information conveyed through metaphor is the completeness and panoramic nature of the image. The panoramic nature of the image relies on its visual nature, prompting a new perspective on the cognitive essence of specific lexical units, which become the basis for any metaphor. To make the metaphor “study,” it is necessary to have a sufficiently rich vocabulary.

Mnemonic function. Metaphor aids in memorizing information, as it is assumed that the image's ability to be engraved in memory is due to its emotional and evaluative nature. This function is rarely encountered in its pure form but is often combined with the explanatory function in popular science literature, with genre-forming functions in riddles, proverbs, and aphorisms, and with the heuristic function in scientific theories, hypotheses, and philosophical concepts.

Stylistic function. The stylistic function lies in the ability of metaphor to participate in the formation of a new style, primarily in the style of literary fiction,

even though the metaphorical nature of a literary text depends on the author's individual preferences.

Text-creating function. The text-creating capacity of metaphor is its ability to be motivated and developed, that is, to be explained and extended. The text-creating effect is a consequence of such properties of metaphorical information as the panoramic nature of the image, a large part of the unconscious in its structure, and the pluralism of figurative reflections.

Genre-forming function. Properties of metaphors that participate in the creation of a particular genre can be termed as genre-forming. Although linguists do not consider the genre-forming nature of metaphor as directly impacting genre, some scholars perceive a direct connection between genre and style.

Heuristic function. In scientific and critical discourse, the heuristic function of metaphor allows for the reevaluation of a new object of study by relying on familiar knowledge of other types of objects (Savchuk, 2018).

Explanatory function. This function has found the broadest application in educational and popular science literature, where readers need to assimilate complex scientific information or terminology. However, the explanatory properties of metaphor depend not only on the appropriateness of choosing a metaphorical unit but also on the degree of elaboration of figurative symbolism, making the explanatory function closely linked to the text-creating function of metaphor.

Emotional-evaluative function. Metaphors are one of the most vivid means of influence, as the appearance of a new image and metaphor in the text can already evoke an emotional-evaluative reaction in the recipient of the message.

Aesthetic function. A metaphorical image can serve an educative, aesthetic function. Although this function is relatively understudied, it can be characterized as follows: As a person acquires language, they also internalize aesthetic evaluations and norms.

Autosuggestive function. Due to its high and mostly unique informativeness, metaphor serves as an excellent means of self-suggestion and self-influence. The autosuggestive function is realized in metaphors of inner speech, diary entries, correspondence, prayers, etc. In their influential work *Metaphors We Live By*,² Lakoff and Johnson examine the cognitive and conceptual aspects of metaphor, including its role in shaping thought and perception.

Encoding function. The ability of metaphor to compress meanings sometimes manifests itself when there is a need to denote actions, objects, phenomena, etc., information about which needs to be concealed.

Conspirative function. The conspirative function of metaphor, like the encoding function, aims to encrypt information; however, the difference between these two functions lies in the degree of secrecy of the image. The writer strives for readers to understand, decipher, and interpret the esoteric language, which is why we consider the metaphorical titles as a code rather than a conspiracy of meaning. The conspirative function is most often realized in the form of riddles and slang.

Playful function. Metaphor is sometimes used as a comedic device and as a form of linguistic play, which is widely applied in literary works. There is no doubt that national identity is manifested through humor as an aesthetic notion within the category of comic, social phenomenon, a manifestation of consciousness, intellect, and culture of thinking, and as an evaluative category in the features of humorous text-making, and in the perception of humor by representatives of different cultures (Mazur, Radetska, 2020). Humor reflects a culture's identity, which is essential when dealing with metaphors and their interpretation in translations.

Ritual function. The ritual function of metaphor is most often realized in greetings, condolences, etc., and its development largely depends on national traditions.

The emotional-evaluative function of metaphor in this classification should be understood as pragmatic. Metaphor is a productive tool for creating new expressions that can attract the attention of a wide audience to the message's subject through the paradoxical nature of its structure, i.e., a lexical form.

Osborn and Enninger (1962) consider the dual nature of metaphor as a communicative stimulus and a mental response. At the moment of stimulus occurrence, the recipient of the metaphor initiates a sequence of deliberate reactions, in which researchers identify three main stages: 1) "error" – the recipient realizes that the word or phrase in the message is not used in its literal sense; 2) "puzzlement-recoil" – the recipient is motivated to seek the true meaning of the metaphor; 3) "resolution" – the recipient establishes an associative connection between the content (tenor) and the vehicle of the metaphor, using associative lines that exist between them (Osborn, Enninger, 1962).

Conclusions and perspectives. Accordingly, we can assert that the metaphor (1) from the perspective of communication theory is any word or phrase of a dual nature, acting as a communicative stimulus and a mental response for the recipient;

(2) semantically, it involves a relationship between the dictionary and contextual logical meanings (used metaphorically) based on the principle of similarity of certain features, a peculiar understanding, and expression of one object of reality in terms of another, personification of abstract concepts, or transferring the properties and qualities of one object or phenomenon to another based on similarity but not identity. As a means of pragmatic influence on the recipient, metaphor is an essential element to reproduce in translated texts.

Among the numerous functions of the metaphor, the focus is placed specifically on the pragmatic function, which is realized through the paradoxical lexical formulation of the metaphorical unit. This property of metaphor allows it to be viewed as a communicative stimulus and a mental response that arises during the recipient's reception of the metaphor and leads to the mental process of its assimilation, consisting of three main stages: 1) realization of its metaphorical nature, 2) searching for the true meaning of the metaphor, and 3) establishing an associative connection between the content and the form of the metaphor.

Considering the above-mentioned characteristics, it can be said that the metaphor is an essential element for reproduction and the most effective achievement of the pragmatic impact of the original message in translation.

The purpose of our further research is to analyze current studies on translating metaphors and to formulate practical guidance on reproducing metaphors as a means for pragmatic influence, considering their textual functions.

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