

SPORT METAPHORS IN THE MEDIA AS A TRANSLATION PROBLEM

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How often do we see or hear media messages? Who creates them and what are the reasons for their creation? As far as we are constantly surrounded by media outlets, a media consumer should be well oriented within the media text. That leads every reader or listener to the concept of media literacy. Mastering this skill is rather crucial in today's dynamic environments. And when speaking about the world erasing barriers, a translator is definitely the mediator who must be critical enough for choosing adequate linguistic means when providing the interaction between the cultures. Or rather he himself as a consumer has to realize what he reads or hears in the media.

Media discourse can be viewed in two aspects: as the mediated one – when the addressee deals with the events that are retold, i.e. interpreted by a journalist, and the mediating – when the information being transformed is the result of joint authors work [3, p. 12-13]. The second aspect makes the media message more confused and one should be more careful in gaining the media message.

As stated by Artamonova and Kuznetsov, the methods of media texts interpretation are complicated with the presence of different information-driven texts set before the readers and they [methods] rely heavily on the type of the text [1, p. 35]. Of those (descriptive information, interpretative and analytical information, conceptual generalization with explanatory hypotheses, theoretical information with the verification and falsification of the hypotheses), we are of the opinion that conceptual generalization is of methodological interest for translation studies. In respect of the aspect, a special focus lies on teaching future specialists to understand conceptual generalizations. Such concepts, we believe, get more complicated by the different linguistic worldviews within which a translator mediates.

As Lakoff and Johnson point out “Since much of our social reality is understood in metaphorical terms, and since our conception of the physical world is partly metaphorical, metaphor plays a very significant role in determining what is real for us” [4]. Metaphor analogically models the interaction of concepts laying emphasis on the language dynamics [2]. In such a way the pivotal challenge is grasping metaphor as a means of expressing the author's individual world perception as far as the choice of the linguistic means is prescribed by this perception.

This study analyses the metaphorical conceptions of learning based on the reflections of the 4th year students who major in translation. More than that, the students specialize in technical translation. That is why metaphorical conceptions

should be the object of attention when they deal with media texts as far as their vocational training is more aimed at acquiring scientific and technical information and its translation. So sport metaphors do create problems when the students deal with media texts as these texts very often nationally biased units are used. Coming across the expressions like *hit homers* or *a home run*, *play hardball* or *softball* in the media when it is used in the political context as well as such as *a stalking horse* or *a lame duck* while describing politicians, a student should be aware of the figure of speech like that and take into consideration the principles of the metaphorical transference between the concepts. Not least important is to find the ways of providing a metaphorical conception with an adequate translation into Ukrainian. That definitely means realizing the nature of the analogue in a student's mother tongue.

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