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ON THE TEACHING OF ECONOMIC METAPHORICAL LANGUAGE TO STUDENTS

This article analyses economic metaphorical language in modern English journalistic publications and the purpose of its teaching to students. Economic metaphors are often neglected in the process of teaching in the classroom. The author tries to answer two main questions: what metaphors should we teach and what for. Some examples of such a language and the ways of its systematization are provided.

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ПРЕПОДАВАНИЕ ЭКОНОМИЧЕСКОГО МЕТАФОРИЧЕСКОГО ЯЗЫКА СТУДЕНТАМ

В этой статье анализируется экономический метафорический язык в современных английских журналистских публикациях и цель обучения студентов. Экономические метафоры часто игнорируются в процессе обучения в классе. Автор пытается ответить на два основных вопроса: какие метафоры мы должны учить и зачем. Приведены некоторые примеры такого языка и способы его систематизации.



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Introduction

People around the world are constantly trying to learn English not only as a day-to-day means of communication but as well as a source of business communication. There's a direct correlation between these two notions: economics and language. They are two branches of science where a man is the core. There's also a certain interdependence between economy of a country and its culture and language. There's no a single language of Economics, it's a part of a general one with the same lexical, grammatical and semantic structure. Speaking on economics language we should understand that first of all we mean a complex verbal or non-verbal system for transferring information in any kind of discourse. So the thesaurus of the language of economy possess all these features.

Significant social factors such as freedom of speech, pluralism, open society, new economic realities and relationships, the global economic crisis, entry into the global space have led to changes in the economic relations in our society. Along with this such a science as lingvoeconomics has received special importance, the interest to which increases every year.

There have been important changes in the lexical structure of the language due to changes in the economy, which have led to the emergence of new phenomena and terms. Economic concepts like all other concepts, can be represented by any linguistic means. Modern studies show that one of the ways to reflect objects and phenomena of the world economy is cognitive metaphor, which allows to describe clearly, lucidly and in various forms the conceptual system of the economic concepts.

We are dealing with metaphor in economics every day, as it is a vital part of the language of the media. Most often we meet metaphors in economic journalism, which relies on metaphors. The use of metaphorical language

makes economic discourse clear, enhances terms, making the unknown known in the human studies. Though many economists are not eager to use metaphors in economic texts. They think that "Precision is one of the standarts by which we mean science. And by that standard, metaphors are nonscientific". [1]

As W. Koller proves in his monograph «Metaphor and gender in the journalistic business discourse» that «the use of metaphors in language print media makes this style very clear, bright and inventive.» This is associated with one of the functions of metaphors, which is «ideological construction» reality [2]. As she says, «drawing a metaphor in discourse, journalists can reinforce or even create special mental models in the knowledge of its readers» [2].

In 1982, Willie Henderson started the discussion of metaphor in the economy, pointing to a lack of metaphor analysis in the economy, despite the widespread and deliberate use in economic texts. Deydra Maccloskey argues that the metaphor should be examined in the framework of economic critics, whose aim is to find out, «as arguments seeking to convince the reader» [3].

So all of the above has highlighted the need for teaching languages, forms of business communication, enhancing linguistic competence, as well as understanding the language of economics as an essential part of their professional identity.

Main Part

Understanding the business language entails a research of approaches to professional training of foreign languages. Therefore, a high school foreign language course must provide the necessary prerequisites for the formation of students' skills of business communication. In addition, it should be noted that the teaching of adequate translation of economic metaphors, as well as metaphorical modeling,

fosters the formation of translation competences. The purpose of studying and analyzing the basic economic metaphors in the context of professionally oriented English language teaching for students of economic specialties is to boost up their lexicon.

In the process of teaching Business English as a part of EFL studies a great deal of attention is paid to the teaching of speaking and reading. Our students often use authentic materials such as newspapers or news videos and reports in their studies. And there is no doubt, that successful techniques for analyzing and interpreting authentic texts during their English classes are of highly importance.

Economic metaphors are often neglected in the process of teaching in the classroom. Here emerge two main questions: what metaphors should we teach and what for.

During their studies students meet different kinds of metaphors in economic discourse. We usually estimate a metaphor as a figure of speech that describes an object or action in a way that isn't literally true. At first we should make it clear what a metaphor is and define the types of it. Economic metaphors are cognitive by its nature as they are trying to understand and define one notion in terms of another. For example, during the long history of human existence warfare is not only a means of struggle for power and order, but also as a means of gain and benefits. Metaphorical description of the tactics and strategies of participants of military conflicts and wars, the results of wars are used for the nomination and interpreting of economic phenomena. This model is implemented as a total metaphorical model «economy - war». World global crisis has affected the economic sphere, revealing the challenges and difficulties in this area, therefore, war and conflict often metaphorically characterize complex and contradictory economic processes. This model is very productive and often used. Has a deployed slot structure, which indicates the cognitive potential of this model. The frames of this model are mostly negative in nature, based on the fact that the market and economy always have to defend themselves against violence and aggression. However, which is typical for the Belarusian mentality, the Belarusian language journalism does not issue frames concerning attacks and attacks. The basis of these models is metaphorical spectrum of conceptual metaphors containing nomination war: a price war among tour operators, phoney currency wars, the war of dividends, wage war, banking war.

The main aim of providing such a material is to boost students' vocabulary up. Setting new vocabulary into special frames and slots according to the sphere of motivation is a good and memorable way to study metaphors. For example, the analysis of the metaphorical model «Human being» reveals wide usage of this type and reflection of certain economic realities perception. Metaphorical picture of the world that a person creates is anthropocentric. So, people metaphorically identifies natural phenomena or actions with our body. The development of economics as a branch of science, metaphors have been used as the sole method of nomination of economic phenomena, which are compared with the names of human body parts, its internal and external organs, physiological needs, genetic and kinship ties. The analysis of the metaphorical model of "Man"

reveals broad usage of the type and nature of reflection and perception of certain economic realities. As a part of semantic sphere "Human being" there stand out several lexical semantic groups, which can be divided into:

existential metaphors: parts of human body (the head of the International Monetary Fund, hands of one entity, investment arm of banks, the invisible hand of the market, investing in brains, company face, the heart of NAFTA, the backbone of a vibrant economy); life cycle (life of technology firms, the birth of a new economy, death of a car salesman, economic suicide, the marriage of Australia's and America's wine industries); relatives (parent company, offspring of established companies). A separate subgroup of "human being" model is the nomination of the body parts, which are represented by the using of the formula "body – economic entity". Economic subjects are seen as external organs of the human body and are metaphorical in nature, based not on the similarities of forms but similarity of function and purpose of certain human parts;

state of physiological processes: physiological conditions (market appetite, business's thirst for borrowing, companies hungry for profits, Japanese property waking from sleep); physiological processes (wage growth, buyers digest the latest global developments, investors howl); illness and state of health (a healthy economy, sick-driven market, world economic malady, financial collapse, market fever, companies are bleeding, life blood of the new economy, depressed stock market).

Setting metaphors into such metaphorical frames and slots helps students to analyze and understand analogies connecting what they know to what they learn. The diversity of the metaphorical language in economic discourse is vivid. Metaphorical picture of the world that people create is not only anthropocentric. So, people metaphorically identify natural economic notions and actions with our body, objects, machinery, animals and natural phenomena.

It is quite well known that metaphors are the bearers of culture and reflect language picture of the world of a nation. So the importance of metaphor teaching of two languages becomes greater. Systematic research on cultural diversity through the study of metaphors should be conducted by students. It will deepen cultural understanding and thinking pattern peculiar to the languages, like history, geography, life style, values, background, belief, cultural heritage, philosophy. For example, the comparison of the use of metaphorical models of the so called "hematological subgroups" the metaphor *indigestion* reveals typological contrast in Belarusian and English language cultures. Thus, the native speakers of the Belarusian language are not approved to express their internal physiological problems because of socio-cultural reasons, as we are considered to be a reserved nation. In the English-speaking world picture metaphor *blood* has different meanings. Thus, the frequently used is something that is necessary for life, the economy of life, to ensure some functions. *Money is blood – it needs to circulate for local economies. Life blood of the new economy. This rise in personal indebtedness has given life to new types of financial instruments that suck blood out of the system, leading to an increasingly financialised economy.* In the English-language journalistic discourse occurs sig-

nificantly more metaphorical transfer “disease - problems in the economy”, which allows you to highlight specific features of metaphorical nominations of this particular language. So the metaphor *cancer* is used with a meaning of something that requires a radical change and not seen as something bad and incurable and that is not typical for the Belarusian metaphorical picture of the world. *But to win the battle against the cancer of tax havens will require much greater commitment to international cooperation.*

Finally, the thorough study of metaphors by students develops students' autonomy and creative way of thinking and writing. Collecting flourishing economic metaphors will help them to make their own metaphor expressions

to colour their speech and make their writing skills more flourished.

Conclusion

So the use metaphors and analogies makes new and unfamiliar economic notions more meaningful to students by connecting what they already know to what they are learning. Through the study of economic discourse students get to know how to use analogies and metaphors to get at the meaning of a passage. When students create their own analogies for new concepts, the analogy can provide a way to assess their understanding of the new concepts. Metaphors and analogies flourish students' writing.

References

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