Metaphors with Implicit Negation in Modern English and Ukrainian: Cognitive and Linguodidactic Aspects

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Abstract
This article focuses on the cross-linguistic cognitive study of English and Ukrainian metaphors with implicit negation. The paper aims to prove that some metaphors imply the meaning of negation in the dialogues and monologues and to identify the common and divergent parameters of the cognitive-figurative realization of negation in English and Ukrainian. The investigation is grounded on the methods of comparative analysis, conceptual analysis, contextual analysis, and analysis of the dictionary definitions. The study of communicative-pragmatic features of the use of metaphors reveals that they perform the objecting function in the media. Still, they differ from specialized grammatical means of negation in the emotional and associative background, dependence on the context, and vast opportunities of the interpretation. The obtained results indicate that in both languages, metaphors with the implicit negation are connected to the verbalization of the same nine basic concepts: *UNTRUTH, INVALIDITY, FAILURE, INEFFICACIOUSACY, RELUCTANCE, UNCERTAINTY, USELESSNESS, INACTION, ABSENCE OF PROSPECT*. The study found that often such metaphors are the result of transferring close or similar domains. The authors conclude that English and Ukrainian, despite the fundamental differences in the grammatical realization of the negation, are very similar in the ways of formation the metaphors with the negative meaning. The paper gives some methodological recommendations for a more effective study of the metaphors with implicit negation in the higher educational institutions.
Keywords: concept, implicit negation, idiom, metaphor, the English language, the Ukrainian language

Introduction

The functional multilateralism of the negation, the active usage of it in the mental, psychological, and speech spheres of human life determines the necessity of complex and diverse investigation of this act of speech. This paper investigates the metaphors as a means of indirect negation, making possible ambiguous but a more colorful expression of the nonhomogeneous negative meaning to have a more substantial influence on the receiver. The study of metaphors with a specific negative function is essential for deepening ideas about the multifaceted nature of the category of negation and the constant expansion of the range of means of its expression.

One of the objectives of this research is to analyze the cognitive structure of metaphors with a negative meaning to understand the mental basis for the figurative expression of the negation. Due to this task, the following section of the paper identifies the domain and target concepts related to denial in English and Ukrainian. This survey aims to identify the common and divergent parameters of the cognitive-figurative realization of negation in the modern English and Ukrainian languages. The grammatical expression of negation in these languages is fundamentally different. It seems interesting to find out how they differ in the metaphorical expression of the negative meanings.

Comparative study of metaphors with a negative meaning on the material of two unrelated languages is essential for linguodidactics, as speakers often have difficulty mastering the symbolic means of other languages. The paper gives some methodological recommendations for the more effective study of the metaphors because it is essential to improve the communicative skills of students to accurately select the means of expression, taking care of the emotionality and eloquence of speech in different communicative situations.

Literature review

Contemporary linguistics tends to identify the negation as a central concept of human communication or a universal category of human language. (Swart, 2010; Penka, 2015). Negation is a fundamental operation of human cognitive and communicative activity because it is with the use of negation that speakers refute false assumptions, correct their communicative interaction, differentiate objects, express their attitude or assessment.

Most often, the scholars focus on learning grammatical means of negation in the sentence structure. (Ladusaw, 1992; Ruzlcka, 1999; Haegeman, 1995; Horn, 2001; Swart, 2010; Penka, 2015). These means are supposed to be the leading representatives of negation due to their universality of usage and homogeneity of the negative meaning. Grammatical negators are compact, convenient, stylistically neutral, relevant in various communicative situations: in formal speech and informal communication.

Awareness of the fact that "the absolute symmetry definable between affirmative and negative propositions in logic is not reflected by a comparable symmetry in language structure and language use" (Horn, 2001, p. XIII) provokes the linguists to find the nongrammatical and non-verbal means of negation. It is proved that the assertive expressions of a particular structure can fulfill the negative function conventionally. (Horn, 2001; Ding, 2011; Mnatsyan, 2017). Sentences can be semantically negative due to the presence of some lexical components (adverbials, quantifiers, particles, conjunctions, etc.) or due to particular word order and even intonation. Negation, which is transmitted without the special negators, is called implicit. (Ding, 2011;

Muslah, 2014; Mnatsyan, 2017; Xiang, Grove & Giannakidou, 2014). The means of implicit negation include lexemes that contain the semantic component of repeal, idioms, and sentences constructed in a certain way.

Scholars are unanimous that the implicit negation is more difficult to percept; it depends on the situation and is pragmatically predetermined and nonhomogeneous. The participants of the communication should have shared knowledge and sufficient communicative skills to identify it. Despite their non-universality, nongrammatical means of negation in the touch deserve the captious study because of an essential role of indirect communication in the people's life. A metaphor that has not yet been described as a means of negation deserves a particular study, as it may well express a negative meaning.

On the contrary to the well-known term *negative metaphor*, which means "both established metaphor that has artificially been made negative (Her mind wasn't wandering), …, and novel metaphor, created in a negative context" (Sheehan, 2005, p. 4) or means the metaphor associated with an unpleasant or undesired emotional state (Sakamoto, & Utsumi, 2014), we use the term *metaphors with implicit negation*, as the negation is only indicated semantically.

The metaphor analysis is based on the theory of conceptual metaphor (Lakoff & Johnson, 1980), according to which metaphors do not only denote something but also, in some cases, interpret the suggested in a definite way. The language metaphors with implicit negation are interesting not only as expressive means but also as the accumulation of the negative meaning. The determination of the source and target domains of such metaphors allow comparing the logic of the mental and symbolic representation of the negation in the modern English and Ukrainian languages.

It is worth mentioning the researchers' attempt (Oversteegen, & Schilperoord, 2014) to identify images that imply negation. The authors argue that specific embodiments may convey negative content. Metaphor, as well as images, embodies the negative meaning that the receiver must feel, capture. Both photos and metaphors are constructed so that it is not difficult to capture the negative sense, but even exciting and fascinating.

On the one hand, the scientists determine that "the images different cultures create can be extremely diverse" (Kövecses 2010a, p. 198), which is quite logical considering that the traditions of the transmitting of the information from the one conceptual space to the other (or mixing spaces) related to the culture (mythological, religious, political, historical and other terminologies) of the definite nation. On the other hand, the crosscultural studies of the metaphors are the reasons for conclusions that there are equal or standard means of the conceptualization of the meaning in different languages (Durán-Escribano & Cuadrado-Esclapez, 2017) and even universal means (Holovenko, 2013) or "near-universal or potentially universal" (Kövecses, 2010a, p. 217) conceptual metaphors. Undoubtedly, the definition of universal metaphors is possible only based on the comparative approach in the language study.

Methodology
The investigation is grounded on the descriptive method (for the presentation of the results), the process of the classification (for the distinguishing of the different kinds of the metaphors with the negative meaning), the analysis of the dictionary definitions (for the determining the implicit

negation), the conceptual analysis (for the identification of the source and target domains of such metaphors), the practice of contextual analysis (to confirm the objecting function of the metaphors in the dialogues and texts), the process of questioning (to identify the problems of the usage). The way of comparison is applied in the paper to determine the specificity of metaphor creating in different languages.

The research material includes metaphors, which do not conclude the formal negation but which have a negative meaning (objectionable content) as there are always grammar negators in their explication, f. e.:

> *empty* words – 'words that are **not** sincere';
> *dead end* – 'a situation that has **no** hope of making progress';
> *rubbish* – 'something worth**less** or **not** true';
> *somebody's brain has turned to **mush*** – 'somebody can**not** think clearly';
> *myth* – 'a commonly believed but **not** true idea';
> *blind alley* – 'a situation or method that is **not** effective or will **not** produce results'.

The metaphors with implicit negation are sorted out (Longman, 2005) and (Ukrainskyi tlumachnyi slovnyk, 2016). An additional search for metaphors with implicit negation in the English and Ukrainian media discourse made it possible to identify occasional metaphors with negative meanings not recorded in dictionaries.

The specifics of the translation and study of metaphors with implicit negation have been studied based on a survey of students of the second (magister) level of education at the Kyiv National Linguistic University, who learn English and Ukrainian as a profile language and therefore are active bilinguals. The analysis of the problems of translation and lack of knowledge revealed in the students' answers allowed to substantiate the principles of a more practical study of metaphors of unrelated languages in higher educational institutions.

Results
*B*asic *c*oncepts *v*erbalized by *m*etaphors with *i*mplicit *n*egation
Studying the origin of negation in metaphor, it is necessary to proceed from the point that the cognitive framework of the metaphor is in the interpretation of the notion of one sphere in terms of the other (Kövecses, 2010b). It is human nature to transfer the names of one conceptual sphere to the zone of another based on a specific external or functional similarity of objects. The mapping allows a speaker to interpret the object of the nomination more vividly, to highlight some of its features.

Based on the analysis of the cognitive structure of the metaphor, we have distinguished targeted concepts (their verbalization is related to the negation) and initial domains. Their mapping provides the formation of negative meanings.

According to our observations, the metaphorical negation is connected to the verbalization of the nine basic concepts: *UNTRUTH, INVALIDITY, FAILURE, INEFFICACIOUSACY, RELUCTANCE, UNCERTAINTY, USELESSNESS, INACTION, ABSENCE OF PROSPECT*.

The concept of ***UNTRUTH*** is realized with the metaphors, which transfer the negative meaning ʻit is **not** the truth'. There are some source domains of this concept in the Ukrainian and English languages. Firstly, it is the ***myth*** as the genre name:

> *The knowledge economy is a **myth*** (Spicer, 2016);
> *Why 'eating for two' during pregnancy is a **myth*** (Gregory, 2020);
> *Це **міф** – що Крим і Донбас гірші за інші регіони України* (Kazarin, 2018).

Myths are metaphorically called beliefs that are quite common in society, but in connection with new information, the author wants to refute them, to prove their falsity. The logic of mapping: the sign of the unreliability of the myth as a literary genre is transferred to the characterization of an idea to undermine the credibility of it.

The second source domain is the name of the physical phenomenon, ***mirage***, that metaphorically transfer the objecting meaning ʻdesirable but still **not** real:

> *Why the American dream is just a **mirage*** (Browne, 2012);
> *Obama's 'unity government' plan in Iraq is just a **mirage*** (Diehl, 2014);
> *Податок на виведений капітал – поки що лише **міраж** у пустелі* (Shevchuk, 2017)

Logic of this metaphor: the falsity of seen is transferred onto the fallacy of the estimated phenomenon.

The concept of ***INVALIDITY*** is verbalized into the metaphor with negative meaning**:** ʻthe fact of **not** being valid'. The source domain of this concept is ʻphysical features', in particular emptiness, incompleteness, f. e.: in English – ***empty words, empty promises, empty hopes, empty shells,*** in Ukrainian – *порожні обіцянки, пусті слова, пустий звук*. The logic of mapping: the absence of physical content is transferred to the lack of substantiation of speech:

> ***Empty Promises.*** *What Will Brexit Really Mean for Nurses and the British National Health Service?* (McKee, 2018);
> ***Empty*** *labour **laws** show France is impossible to reform* (McPartland, 2016)
> *Бомбосховища Києва: **пусті обіцянки**?* (Sosnova, 2014).

Metaphorical reinterpretation of emptiness is very popular. The absence of physical content is transferred also to the lack of reason, money and feelings, etc. f. e.: in English – *empty-headed, empty flattery, empty pockets, empty platitudes,* Ukrainian – *пустий лоб, пустодзвін, пустомеля, порожнє серце, порожня душа.*

The concept of ***FAILURE*** comprehends the metaphors with the negative meanings of ʻsomething did **not** happen', ʻsomebody **was not** lucky'. The frustration of failure is associated with the disgrace of the fall, disappointment of falling (typical orientational metaphor). This concept is realized by the nouns *fall, downfall* and the verbs *fall, fall short, fall apart, flop*, in the Ukrainian language – by the nouns *провал, падіння* and the verbs *провалити, завалити,* f. e.:

> *The great **fall** of China's economy* (Ho, 2020)

*Nicaragua's democracy is **falling apart*** (Raderstorf, 2018);
*Черговий **провал** 'Слуги народу': чому людям Коломойського не вдалося захопити Києво-Святошинську райраду* (Liubomyrska, 2019).

The association of failure with downward movement also serves as a basis for idioms: *down-and-outer, be at the bottom of the barrel, be/get bogged down.*

If the downward movement is considered a symbol of failure, regression, inefficiency, then the nomination *bottom* metaphorically means complete collapse, the lowest point of deterioration:

*Expect global economy to **fully bottom** out by May* (Ahya, 2020)
*US economy at **'rock bottom'*** (Barkin, 2020).

Recently, the failure in the Ukrainian language is characterized with the cant term ***прокол***, which means 'puncture' but metaphorically signifies failure. It is also a metaphoric formation (physical damage means the collapse of expectations that is transferred to the social man's activity), f. e.: *Ключовий '**прокол**' уряду Гончарука – непідписання програми з МВФ* (Yatceniuk, 2020) and metaphoric lexemes ***промах, промахнутися, схибити**, f. e.: Президент **промахнувся**. (Krasinsky, 2018). The logic of mapping: the failure of shooting is transferred to the unsuccessful human actions.

The concept of ***INEFFICACIOUSACY*** relates to the expression of the negative meaning 'something does **not** work as it should'. Source domain of the concept is 'disabilities' (adverbials ***leaky, lame, notched, chipped, pitted***, the verb ***to limp***, Ukrainian ***кульгавий, дірявий, щербатий, надкушений, гнилий***). The names of the physical defects of the object, particularly the violation of its integrity, are transferred to the improper functional state of public institutions. Metaphorical transference is quite motivated because an incomplete object cannot fully function. With the help of such metaphors, those social phenomena that do not fully correspond to the planned purpose are ridiculed, f. e.:

***Leaky politics**: the false promise of transparency* (Fluck, & McCarthy, 2016);
*'Downbeat': BMO's guide to Canada's **lame economy**, the loonie and interest rates* (Babad, 2019);
*Brazil's **economy limps** along in first quarter* (Schipani, 2018);
*Як наповнити '**діряву**' казну?* (Bohuslavska, 2013);
***Щербата**…совість?* (Hurepko, 2017);
***Гнила** держава* (Hobta, 2015).

Concept ***RELUCTANCE*** is about the metaphorical expression of the negative meaning 'does **not** want to notice'. The source domain of this concept is 'physical disabilities' – the same in the both investigated language: in English ***to be blind, blindness, turn a deaf ear to something*** and in Ukrainian: ***сліпий сліпота, глухий, глухота***, f. e.:

*Political **blindness*** (Snider, 2016);
*It's **turned a deaf ear** to union complaints* (Pasquale, 2013);
*Політична доцільність і політична **сліпота*** (Hrynevytckyi, 2007);

*Міський голова **глухий** до прохань інвалідів зору* (Handzioshyna, 2009).

The logic of metaphors is quite clear: the image of physical inferiority was quite adequate for expressing social inaction.

The concept of ***UNCERTAINTY*** is verbalized into the metaphors with objecting meaning: 'something **un**certain or **in**explicable'. Native speakers in both languages associate something hidden, obscure with the darkness, it complicates the perception. Accordingly to the source domain of the concept 'physical abilities' (English *in the dark, muddy, murky* and Ukrainian *темний, темрява, темнота, пітьма, мутний, каламуть, туман*), f. e.:

*Public **kept in dark** over 'corrupt conduct' inquiry* (McKay, 2020);
*The **murky** politics of NRC* (Thakuria, 2019);
*For clarity in Syria's **muddy** politics* (Prashad, 2014);
***Темне** питання УКБ. Чому дорожчає новий міст у Франківську* (Surovska, 2018);
*'**Мутна** справа' про 11 мільярдів кубометрів газу* (Lavreniuk, 2009).

The logic of mapping: the visual obscurity of the object is transmitted into the impossibility of its perception.

Something incomprehensible is described using the metaphorical secondary nomination *mush*. Features of unattractiveness, viscosity, lack of form carry over to social phenomena that are not credible:

*Tony Blair has branded Theresa May's Brexit plan a '**mush**'* (Honeycombe-Foster, 2020);
*Don't let EU reform plans turn to **mush*** (Watt & Mason, 2015).

In the Ukrainian language, there is a similar metaphor to denote something confusing, incomprehensible, disordered – *каша*, f. e.:

*Тому тепер в головах носіїв нашої культури — повна **каша*** (Kolyba, 2020).

Dishes, the names used to describe incomprehensible phenomena in English and Ukrainian metaphorically, are similar in structure, appearance, but not identical.

Concept ***USELESSNESS*** correlates with the estimated negative structures: 'something, that is **not** important, use**less**, regard**less**', 'someone is **not** capable of anything'. First and foremost, this concept is verbalized with the term *zero* borrowed from mathematics. The figure's name, which means the absence of quantity, became the universal designation of that which does not have any value:

*Tom Vadakkan, Congress loyalist for decades with **zero** political experience…* (Vadakkan, 2019);
*Місцеве самоврядування без демократії – це **нуль без палички*** (Hinka, 2011).

The second source domain of this concept is 'subject field', mainly the names of the low-cost things: *garbage, rubbish, trash, junk, crap,* Ukrainian *сміття, мотлох, непотріб, гріш,* f. e.:

> *Michelle Obama says Queen told her that royal protocol is '**rubbish**'* (Guy, 2018);
> *Coronavirus tipping sovereign rating balance into **junk*** (Jones, 2020);
> *Зі шкіл викинуть політичний **мотлох**?* (Dorotych, 2015);
> *Мстивий бездушний президент – політичне **сміття*** (Hrytcenko, 2017).

The logic of mapping: the low price of the items is transferred to a short assessment of the individuals, phenomena.

The concept of ***INACTION*** is verbalized into the metaphor with negative meaning: 'something **does not** function'. The source domain of this concept is 'physical conditions with a limited activity', f. e. *paralysis, palsy, torpor, lethargy, hibernation,* Ukrainian *параліч, ступор, летаргія, колапс.* For example:

> *Political **paralysis** grips the UK* (Riley, 2018);
> ***Lethargy** in Lebanon* (Teller, 2016);
> *Parliament is **in hibernation mode** until August* (Matthewson, 2020);
> *Національний '**параліч**'* (Losiev, 2010);
> *25 років **у ступорі**: чи здатна Україна на технологічні експерименти* (Nekrasov, 2017).

The logic of mapping: physical inactivity is transferred into the social passivity.

Concept ***ABSENCE OF PROSPECT*** is about the symbolic realization of the negative meaning 'something, which does **not** have chances to succeed and develop'. There are several source domains of this concept: 1. The name of the physical indication *dead* forms the base of the concept ***ABSENCE OF PROSPECT (FUTILITY)***: *dead duck, deadlock, deadwood.* 2. In both languages for the reinterpretation, chess terms (*stalemate, пат, патова ситуація*) are used, f. e.:
> *For-profit home-care company locked in **stalemate** with workers* (Noorsumar, 2019);

> *У Зеленського з Єрмаком **патова ситуація*** (Bila, 2020).

In both languages, the source domain 'spatial concepts related to movement limit' is rather productive: English *deadlock, blind alley, cul-de-sac,* Ukrainian *тупик, глухий кут*:

> *Political **Deadlock** in Israel* (Freid, 2019);
> *Sloppy politics lead Italy into a **blind alley*** (Marangio, 2018);
> *Мінські переговори зайшли у **глухий кут*** (Kalynovskuj, 2020);
> *Перспектива України – **тупик** чи процвітання?* (Ilychok, 2017).

The logic of metaphorical mapping is to express the features of limited movement, which is transferred from the subject area to the conditions of social activity.

The image of physical restriction of movement was the basis for many idioms that characterize a problematic situation in which a person is deprived of the opportunity to act, f. e.: *be (caught) between a rock and a hard place, have your back to /against the wall, all tied up.* The motivational indication of the symbolic use is the image of the immobilized person who can not

move. This incredibly sensory experience helps to verbalize the lack of chances in the other spheres of human activity.

In the Ukrainian language, the interpretation of the futility is based on the rethinking of the conceptual correlations, which nominate the closed capacities or their parts (*труба, торба, кришка, гаплик*):

> *Кримським портам – 'гаплик'* (Klymenko, 2020);
> *Депутати знищують Нацбанк. Економіка полетить в трубу* (Fursa, 2020).

The motivational indication of the symbolic use is the image of the closed space, where you can not move. This incredibly sensory experience helps to verbalize the lack of chances in the other spheres of human activity.

As we have seen, the metaphorical expression of the objecting meaning is directed to the verbalization of concepts, most of the evaluative type, which denotes the social and cognitive activity. The source domain base is more often the physical indications, phenomena, activities, and rare objects, abstractive notions, interfering with the definite disabilities or faculties.

Problems of translating metaphors with implicit negation

As part of our study, we conducted a survey of students of the second (magister) level of education at the Kyiv National Linguistic University, who study English and Ukrainian as a profile language, and therefore are active bilinguals. Students were given the ten simple sentences containing metaphors with implicit negation. The translated sentences should have the imagery and the gist of the original. Only 25 percent of the participants completed the task, 50% – translated more than half of the sentences, and 25 % could reproduce less than half of the task. It was difficult for some of the students to choose the English equivalent, and that's why the Ukrainian variant with the metaphorical negation was transformed with the grammar negation, e.g.:

> *Українська економіка в тупику – Ukrainian economy has no possibilities for development;*
> *Він глухий до моїх прохань – He doesn't react to my requests.*

Also, students should express the negative meanings of hopelessness, obscurity, unreasonableness, discrepancy, absence in Ukrainian and English. Unfortunately, only 15% of the students coped with this task, 25% of the participants in a poll successfully chose metaphors of their native language and less than a half of English; 45 % recollect only some metaphors from both languages, 15% were not able to remember either Ukrainian or English metaphorical collocations. In the comments to the survey, the respondents explained that in their speech, they use grammatical constructions with similar meanings, not to be mistaken.

Despite the fact, our investigation proved very similar models of the metaphorical expression of the negative meanings in the Ukrainian and English languages, by the results of the survey among the magister students who study Ukrainian and English and they are active bilinguals, it is clarified that using metaphors with implicit negation in their speech causes some difficulties.

The difficulties of translating metaphors are related to the problem of preserving their imagery. It is the inner image that provides the expressiveness, the semantic power of the metaphor. Unfortunately, their imagery is not always maintained when translating metaphors. Not very confident and stylistically skilled speakers often resort to explicatory translation, which allows understanding of the essence of the metaphor, but its imagery is lost. The specificity of the explicatory translation of metaphors with a negative meaning is to interpret their meaning with a negative statement. Such a translation can be aimed at simplifying speech when imagery is not very important, but it is more essential to convey negation to the listener.

Much more valuable is the translation of metaphors while preserving their inner image. Sentences with metaphors translated in this way do not lose their communicative and pragmatic expressiveness. However, there are several ways to maintain the imagery of the metaphor in translation. The first one provides the reproduction of the same image in the target language. This procedure is employed if in the source language and the language of translation metaphors have common or similar cognitive structures. They are based on the same logic of the thinking of speakers. According to our observations, metaphors with a negative meaning indicating the absence, hopelessness, failure, improper state in different languages are often constructed similarly, based on the same associations. This allows translating metaphors quite easily and quickly without violating their imagery.

> *Він **глухий** до моїх прохань. – He's deaf to my requests.*
> *Українська економіка у **тупику**. – The Ukrainian economy is at a **standstill**.*
> *Політичний **параліч** охопив країну. – Political paralysis gripped the **country**.*
> *Вихід з кризи – це поки що **міраж**. – The way out of the crisis is still a **mirage**.*

Often the metaphorical expression of negation in Ukrainian and English is based on the same conceptual model, but its verbalization is slightly different. For example, in both languages, the negative meaning of 'to **not** talk about something' in idioms is interpreted as physical manipulation of the tongue, which prevents its functioning, and hence the dissemination of information. However, in English idioms, this manipulation involves closing the mouth and holding the tongue (*keep your mouth shut, hold your tongue*), and in Ukrainian – indicates the location of the tongue behind the teeth (*тримати язик за зубами*). Thus, the same conceptual model is realized by partial equivalents.

The third way of translating a metaphor involves replacing the image in the source language with a standard target language image. This way of translation corresponds to the cognitive theory of metaphor, according to which conceptual models of metaphors are culturally specific (Al-Hasnawi, 2007; Bojović, 2014). Metaphors of each language reflect the worldview of its speakers, their stereotypes about the universe, moral values, and psychological characteristics.

Undoubtedly, the translator must ensure that the speakers of the target language fully grasp the essence of the metaphor. Therefore, in the case of cultures that are different in terms of worldview, when translating metaphors, it is more appropriate to choose the image of the target language. This will promote a better perception of metaphors and provide a vivid, symbolic, convincing translation. However, it requires the translator to make a more signifcant effort and to have the perfect command of both languages.

To prove the thesis, we provide some examples.

The negative meanings 'somebody **was not** lucky', 'someone has **not** achieved what is desired' in English and Ukrainian can be expressed by conceptually similar idioms: *came back with empty pockets*, *came back empty-handed – повернутися з порожніми руками*. However, in the Ukrainian language, these meanings can be realized by very colorful idioms, which are difficult to reproduce in English due to the presence of non-equivalent vocabulary, f. e.: *піймати облизня, дістати одкоша, облизати макогона.* These idioms formed based on ancient Ukrainian ritual acts of refusal to the groom. They are much more colorful and emotional than the English phrase *to get nothing for one's pains (trouble).*

The negative meaning of '**un**known when, most likely, **never**' is presented in English using idioms *when pigs fly* or *when Hell freezes over*, but in Ukrainian events that are unlikely to happen are marked *як рак свисне* 'when cancer whistles'*, коли виросте трава на помості* 'when the grass grows on the dais', *як на долоні волосся проросте* 'when hair grows on the palm'*, як на камені пшениця вродить* 'when on a stone wheat bears', *на турецький великдень* 'at Turkish Easter'*, як свиня на небо гляне* 'when the pig looks at the sky'*, як сова світ уздрить* 'when an owl the world will see'. In both languages, the impossibility of something is depicted through visual images of impossible situations, but they are entirely various.

Undoubtedly, when choosing a way to translate a metaphor with implicit negation (explicatory translation, tracing, selection of full or partial equivalent), the translator must take into account the specifics of the text, its stylistic features, purpose, as well as requests and reading experience of the target audience.

Discussion

The factual material analysis proves that metaphors are widely used as the means of negation in oral dialogical speech. The cues with such metaphors easily correlate with negative sentences, f. e.:

Is this book interesting? – Literally **trash***!* (the book is **not** interesting);
Does brother help you? – *He has* **turned a blind eye** *to my requests* (he **does not** react).

To start a discussion, it is necessary to point out that metaphor can substitute the grammatically negative construction, can functionally correlate with it but not identically. Against the background of the other means of expressing negation, the metaphor is characterized by some features due to its particular cognitive structure and imagery.

Firstly, on the contrary to the grammar means of negation, the metaphor realizes not only the homogeneous negative meaning but also the more comprehensive meaning complex, which is based on the negative proposition. The metaphor negation is more diffusive, less strict, and its perception varies due to the different communicative situations and communicators. The sentence *It's just empty words* can be interpreted as 1) *speech is not persuasive;* 2) *speech is hardly believed* 3) *it is needless to speak more.* The sentences *I feel the torpor* can be understood as 1) *I have no energy;* 2) *I am unable to do anything*; 3) *I don't want to do anything.*

Secondly, the metaphor provides a spectacular, slightly pictorial expression of negation due to the visual or sensory image, which serves as an internal form of the metaphor, f. e.: *Ukrainian economy is at a* **dead-end** (visual image, which means: *Ukrainian economy is* **not** *developing.* To express the negation speakers usually use well-known, conventional metaphors, it helps the

recipients understand the objecting meaning. At the same time, these metaphors are still not defaced and make possible better perception of a message.

Third, metaphor is a complex pragmatic tool. With its help, the speaker not only denies but also realizes specific pragmatic goals: to ridicule something, to rise above something/someone, to convince the interlocutor, to encourage reflection, to reveal his eloquence, and so on.

Fourth, metaphor is an uncategorical but quite convincing negative means because it is based on certain stereotypes of native speakers. To embody some abstract content, in particular the denial of something, speakers do not use any prototype images, but those that are associated with this content based on collective communicative experience.

Metaphors with implicit negative meaning are used not only in oral dialogic speech but also in media. Researchers note the important role of conceptual metaphors in journalistic texts, calling them "a tangible element of persuasion and influence on readers because they are a guide in the perception of reality" (Khudoliy, 2018, p. 182). Such metaphors offer readers a particular interpretation of the described events or phenomena. Their correlation with negative propositions allows not only to emphasize the impropriety of something, and to do it casually, unobtrusively. For example, the headline ***Leaky** politics: the false promise of transparency* (Fluck, & McCarthy, 2016) indicates that *politics* in the country is not of the proper level, not complete, but the author does not state this directly, but only hints, encouraging the reader to draw the appropriate conclusion. Thus, the metaphor differs from the negative sentences also by its interactive nature: to derive a negative meaning from it, it must be 'read'. The most powerful are considered to be unconventional, occasional metaphors, which allow for a particularly original formation of negative content. Occasional metaphors are more difficult for the perception. Still, semantically they are more profound, provocative to a greater extent, and researchers think such metaphors influence the readers positively, as they "serve as a small puzzle that provides pleasure when solved" (Boeynaems, Burgers, Konijn, & Steen 2017, p. 2862).

The cross-linguistic study of the metaphors with implicit negation proved that their metaphorical expression ensures the verbalization of the identical concepts, with the help of the mostly the same source domains (there are only some differences in their quantity and linguistic arrangement). Ukrainian and English are fundamentally different in the expression of grammar negation (the first is mononegative, the second is multinegative (Paslavska 2005), but there are very similar models in the sphere of symbolic negation.

The teaching of native and foreign languages demands more attention to the means of imagery, which significantly diversify and express the speech. Experts note that "in the situation of the educational bilingualism, the symbolic potential of the foreign word influences the easiness of remembering and the strength of its assimilation, and it is one of the determinant factors of language proficiency" (Lyla 2016, p. 126).

In the Ukrainian higher educational institutions, the discrete study of the languages is prevailing over the comparative analysis. However, such a phenomenon as metaphors should be investigated based on the material taken from different languages. The parallel analysis of metaphors facilitates the students to compare them in different languages, and prevents the emergence of gaps in students' knowledge, clarifies the specifics of languages.

Unfortunately, students often must remember metaphors as already formed lexical units. It will be more efficient to analyze the structure of the metaphors in terms of cognitive linguistics, which allows understanding the logic of their formation.

In comparative analysis of the metaphors (in samples of several languages), it is very essential to begin with the similar metaphorical transfers and their background to emphasize the peculiarities of the particular language. Semantically close but not the similar metaphors deserve attention.

Improvement of communicative skills is inextricably related to the general educational level of students. It is essential to expand their information space so that they can understand the role of metaphors in different communication situations: in artistic speech, in public, professional discourse, in informal communication, in advertising slogans, in television programs, in newspaper titles, in scientific publications, and others.

Also, teachers should pay more attention to the communicative practice of usage while translating the metaphors. They should facilitate students in the independent search and creating the new one. Such an approach will foster the development of the professional and general competencies of the students, their creativity, and the ability to comprehend and produce the new piece of information in particular.

The use of visual methods can help to study metaphors, as it forms the sensual image by itself. It is easier to remember the symbolic objecting meanings, which are backed up with definite images. Negative meanings of inconsistencies, inaccuracies in media cartoons, and memes are conveyed through the vision of physically damaged objects. The negative meaning of impossibility, prohibitions are realized through the vision of dead ends, partitions, crossed objects. Thus, the visual embodiment of the negative meaning is quite universal for different linguistic cultures and is based on the same mental interpretations as the metaphors with implicit negation.

Conclusions

By the aims of the work to prove the ability of metaphors to serve as a means of expression of negation and to identify the common and divergent parameters of the cognitive-figurative realization of negation in English and Ukrainian, the following conclusions are made:

The metaphor is a capacious cognitive-imaginative construction, which performs the objecting function in the media. Still, from specialized grammatical means it differs in the emotional and associative background, dependence on the context, and vast opportunities of the interpretation.

As we have seen, the metaphorical expression of the objecting meaning is directed to the verbalization of concepts, mostly of the evaluative type, which denotes the social and cognitive activity. The initial domain base is more often the physical indications, phenomena, activities, and rare objects, abstractive notions, interfering with the definite disabilities or faulties. To express the negative meanings, speakers use a broad domain base. It covers the names of phenomena, actions, rare objects, abstract concepts, which describe some boundaries, injuries, death, incompleteness, obscurity.

In English and Ukrainian, we found the same cognitive models of symbolic interpretation of negative meanings contrary to the grammatical formation of the negation. In both languages, hopelessness is represented as a physical restriction, non-response as the inability to hear, failure

as emptiness in hands or pockets, valuelessness as garbage, incomprehensibility as something dark, muddy, etc.

The choice of the way of translating metaphors with implicit negation depends on the translator's priorities and his stylistic preferences. Descriptive translation provides more emphasis on negative content. Tracing is appropriate for dead, universal metaphors with a negative meaning. The selection of the equivalent helps to preserve the imagery, expressiveness, and maximum proximity of the translation to the receivers.

The perspective of investigation is in the differentiation of the models of the metaphors with the objecting meanings in the other languages to confirm their possible universality and variance.

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