be: "round table", "discussion", "role play", "sketch", etc. So, all methods are usually aimed at the development of four skills: reading, writing, speaking and listening. At the same time, great emphasis is placed on the use of audio, video and interactive resources. Thanks to the variety of methodological techniques, such skills are formed that are necessary for a person in modern business life (the ability to make a report, conduct presentations, conduct correspondence, etc.). The use of authentic material, stylistics, and the attempt to show "situational" and "living" English through "life" examples of semi-real characters are important in the preparation of training courses.

Conclusions. As can be seen from the above, the communicative method of learning English is the most effective, especially when it comes to the orga-nization of education in educational institutions. The implementation of this technique will completely depend on the desire, competence and erudition of the teacher. At the lesson, it is necessary to lay the foundations of mastering the English language as a means of communication, which opens the possibility of transition from considering the English language as an object of study to using it in practice, as a useful tool. The ability to involve students in the process of active learning of the English language is quite difficult and in many cases is determined by the students' efforts to acquire and improve their language skills and abilities. Note that non-traditional methods stimulate students to demonstrate language activity, and this is their attractiveness and priority importance.

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FUNCTIONING OF METAPHORIZED PHRASEOLOGICAL UNITS IN MILITARY PROSE

ФУНКЦІОНУВАННЯ МЕТАФОРИЗОВАНИХ ФРАЗЕОЛОГІЧНИХ ОДИНИЦЬ В ТЕКСТАХ НА ВІЙСЬКОВУ ТЕМАТИКУ

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The article analyses the concept of metaphor and the process of metaphorization of phraseological units in English-language prose and literary texts on military topics, in particular. Metaphor is understood as a shift in the meaning of a lexical unit due to the similarity of external or internal functions or features. Metaphor, as one of the sources of nomination, generates concepts based on words that refer to a person, his or her actions, everyday life, and the world around him or her. In the broadest sense, we believe that metaphor includes such stylistic devices as allegory, metonymy, epithet, reinterpretation, hyperbole, and synecdoche, which are based on the principle of similarity and contiguity.

This research paper investigates the patterns of metaphorization of phraseological units in English-language prose on military topics.

To confirm the assumption, a sample of idioms from English-language military fiction texts was selected, namely Patrick Robinson's "Nimitz Class", Jeffrey Archer's "Best Kept Secret", Robert Harris's "Enigma", Bernard Cornwell's "The Fort", Anne Frank's "The Diary of a Young Girl", Tom Clancy's "Red Storm Rising" and Marcus Zusak's "The Book Thief". All these works are directly or indirectly based on the wartime or postwar period.

The author explains the rather low level of use of phraseological units based on metaphor in texts on military topics. The analysis has shown that in almost all of the studied works, the level of use of metaphorical phraseological units was approximately the same (almost 30% of all selected phraseological units), which is explained by the specifics of the English-language fiction text. The use of mathematical statistics methods for linguists allowed us to confirm the assumption.

Key words: phraseological unit, metaphorization, military fiction, sample, act of communication.

У статті проаналізовано поняття метафори та процесу метафоризації фразеологічних одиниць в англомовних текстах та художніх текстах на військову тематику, зокрема. Під метафорою розуміємо зміщення значення лексичної одиниці за подібністю зовнішніх чи внутрішніх функцій чи ознак. Метафора як одне з джерел номінації породжує поняття, в основі яких лежать слова, які відносяться до людини, її дій, побуту та оточуючого світу. У широкому значенні вважаємо, що метафора включає в себе такі стилістичні засоби як алегорія, метонімія, епітет, переосмислення, гіперболу, синекдоху, в основі котрих лежить принцип схожості та суміжності. В цій науковій розвідці досліджено закономірності метафоризації фразеологічних одиниць в англомовних текстах на військову тематику.

Задля підтвердження висунутого припущення була здійснена вибірка ідіом з англомовних художніх текстів на військову тематику, а саме Patrick Robinson "Nimitz Class", Jeffrey Archer "Best Kept Secret", Robert Harris "Enigma", Bernard Cornwell "The Fort", Anne Frank "The Diary of a Young Girl", Tom Clancy "Red Storm Rising", Marcus Zusak "The Book Thief". Всі зазначені твори напряму чи опосередковано мають в основі воєнний чи повоєнний період.

Автор пояснює досить низький рівень вживання фразеологічних одиниць, в основі котрих лежить метафора в текстах на військову тематику. Здійснений аналіз дозволив засвідчити, що у практично у всіх досліджуваних творах, рівень використання метафоризованих фразеологічних одиниць був приблизно на однаковому рівні (майже 30% з усіх відібраних фразеологічних одиниць), що пояснюється специфікою англомовного художнього тексту. Використання методів математичної статистики для лінгвістів дозволив підтвердити висунуте припущення.

Ключові слова: фразеологічна одиниця, метафоризація, художній військовий текст, вибірка, акт комунікації.

Statement of the problem. The interest in phraseological units, given their imagery and expressiveness, has remained unchanged in recent decades. Studies of various areas of phraseology reveal their additional features and attributes and prove that they have a special status in a literary text, in particular in English-language texts on military topics, the interest in which is due to the current situation in the world and Ukraine in particular. Traditionally, phraseological units reflect the subtleties of culture and worldview through communication and literary text, thereby enriching it, adding expressiveness and conciseness.

From a pragmatic point of view, the primary role of phraseological units is not only in naming an element of artistic reality, but in influencing the addressee with artistic information, thereby evoking the expected reaction, which is the primary task.

However, the analysis of works and studies on the chosen topic has not proved whether there is a relationship between phraseological units and the frequency of their occurrence in the text, in particular in an English-language text on military topics.

Analysis of research and publications. Metaphor as an object of scientific researches has been at the center of antiquity and to the present, has been in the center of linguists' attention.

However, it was only in the twentieth century that the study of metaphors moved to a completely new level. This period was marked by an increasing number of scientific works on this issue (Alefirenko M., Skrypnyk L., Bekhta I., Uzhchenko V., Lakoff J., et al, Johnson M. and others). Metaphor was used exclusively as a way to make the language more more alive and expressive, within the framework of poetry, literature and rhetoric, nowadays there is an active research of metaphor from the point of view of cognitive linguistics, arguing that metaphor is exactly the necessary element that helps to realize the world through the prism of cultural and national experience.

The analysis of the study of the semantics of phraseological units was carried out in the works of V. Telia, I. Bekhta, O. Matviienko, but still this is not enough to solve the problem of the problem of metaphorization of phraseological units in an English-language prose.

The purpose of the study. The issues of using metaphorized phraseological units and their peculiarities of functioning in English-language fiction texts on military topics were the subject of our study.

Thus, the task was to determine how often such phraseological units appear in texts and to establish the patterns of use of such idioms in texts (i.e., whether it can be argued that some sources use more of them and others less).

The presentation of the main material. As is well known, metaphor as a phenomenon occupies a prominent place among the general laws of semantics, being a universal means of rethinking language

units, a means of enriching speech, a vivid manifestation of the law of language economy, which is found both in everyday life and in literary texts and is at the center of syntactic, semantic, stylistic and pragmatic research [2; p. 35].

Traditionally, metaphors are inherent in the transmission of national and cultural specifics of the language, as they are a mechanism of secondary nomination, i.e. they are used to denote a certain class of phenomena or objects that are part of another class that is similar to the previous one, while providing an evaluative or expressive characteristic. The process of metaphorization occurs through associations of similarity. As a result of the destruction of semantic relations of lexical units and the emergence of the process of secondary nomination, the process of metaphor formation actually takes place [4; p. 264].

In the course of our research, we are of the opinion that the process of metaphorization is inherent in most phraseological units. By metaphorization, we mean the formation of new verbal images that enrich speech in almost all spheres of functioning. In other words, a metaphor creates an associative field around itself, through which it makes it possible to obtain information about the linguistic and nonlinguistic world. At the same time, the associations that arise in the minds of readers and speakers are the end result of this process [3; p. 54].

This goal was achieved by first sampling phraseological units in English-language literary texts on military topics, namely *Patrick Robinson "Nimitz Class", Jeffrey Archer "Best Kept Secret", Robert Harris "Enigma", Bernard Cornwell "The Fort", Anne Frank "The Diary of a Young Girl", Tom Clancy "Red Storm Rising", Marcus Zusak "The Book Thief".*

The analysis of the sample of 1670 idioms (substantiated in previous studies), as well as the study of the context of their use, allowed us to identify a number of metaphors in each text under study, the quantitative and percentage share of which is presented in the table.

Table 1
Analysis of the use of phraseological units in military-oriented prose

N	Military-oriented text	The number of metaphorized idioms in percentage
1	Jeffrey Archer "Best Kept Secret"	31,20 %
2	Robert Harris "Enigma"	27,19 %
3	Patrick Robinson "Nimitz Class"	28,22%
4	Bernard Cornwell "The Fort"	27,85%
5	Anne Frank "The Diary of a Young Girl"	25,34%
6	Tom Clancy "Red Storm Rising"	32,14%
7	Marcus Zusak "The Book Thief"	29,05%

As it can be seen from the table, the number of metaphorized phrases averages 28.80% of the total number of idioms used in the studied texts on military topics.

We consider it necessary to note that the number of phrases containing a metaphor is almost 2.5 times less than the number of phrases that are not metaphors. In our opinion, this is due to the fact that the studied literary texts contain descriptions of military actions and events that imply precision and exclude any ambiguity, so the use of metaphorized phraseological units in this context is somewhat inappropriate.

Table 1 allows us to assume that the distribution of metaphorized idioms in the studied texts is equal. This can be seen in the Figure 1, which shows the ratio of the percentage of non-metaphorized and metaphorized idioms in each work.

Based on the analysis of Figure 1, it can be assumed that the frequency of occurrence of metaphorical phrases in the analyzed works of fiction is approximately the same, and this can be proved using linguistic statistics.

The most successful method for testing this assumption is the Student's t-test, which is often used in linguistic research. In our case, it allows us to compare the frequencies of use of a certain lexical item in two texts and will help us to check the significance of differences in the average frequencies of use of metaphorical phrases in the two selected texts on military topics.

To solve the above task and to calculate the empirical value of the Student's criterion, we need to use the formula:

$$t = \frac{|\overline{x} - \overline{y}|}{\sqrt{\frac{\Sigma(x_i - \overline{x})^2 \cdot n_i + \Sigma(y_i - \overline{y})^2 \cdot n_i}{n + m - 2} \cdot \frac{n+m}{n \cdot m}}}, \qquad (1)$$

where $\overline{x}$ – average frequency of the metaphorized unit in the first sample, $\overline{y}$ – середня average frequency of the metaphorized unit in the second sample, *n and m* – is the number of subsamples in the first and second samples, respectively, x_i, y_i – the number of metaphorized phraseological units in the subsamples into which the works were divided [7; p. 78].

So, we need to compare the frequencies of use of metaphorical phrases in the selected literary sources on military topics, for example, in the works
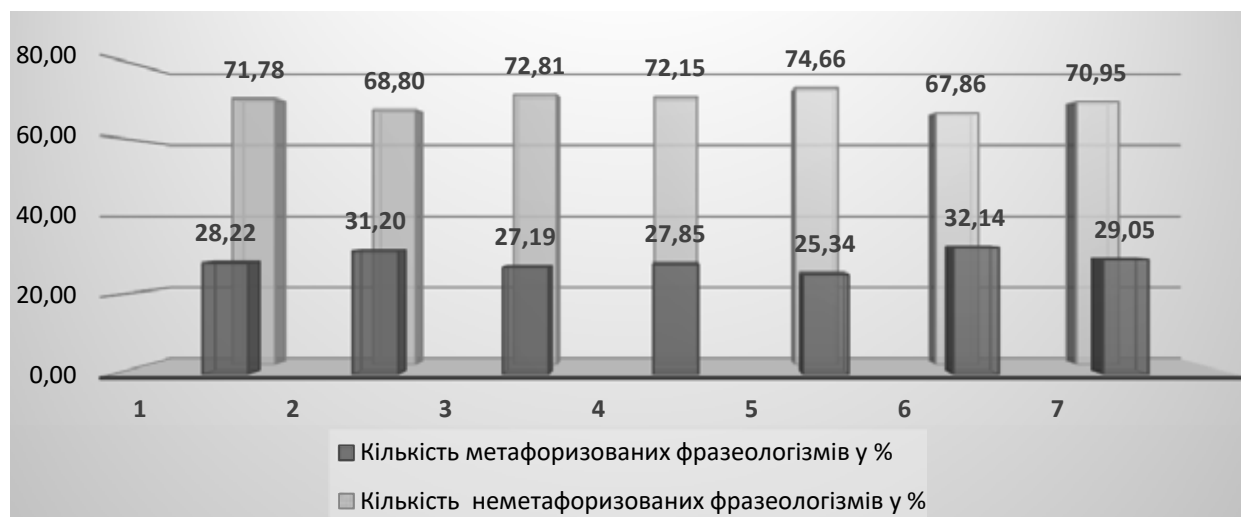
Fig. 1. Histogram of usage frequencies of metaphorized and non-metaphorized idioms in the studied texts on military topics

"Best Kept Secret" (Jeffrey Archer) and *"The Fort" (Bernard Cornwell)* using the Student's t-test.

Let us formulate statistical hypotheses:

H_0: the differences in the frequency of occurrence of metaphorized phraseology in *"Best Kept Secret" (Jeffrey Archer)* and *"The Fort" (Bernard Cornwell)* are insignificant.

H_1: the frequency of occurrence of metaphorized phraseology in *"Best Kept Secret" (Jeffrey Archer)* differs significantly from the frequency of their occurrence in *"The Fort" (Bernard Cornwell)*.

We calculated the number of metaphorized phraseological units in these works of fiction in subsamples of 2000 word uses. This allowed us to count the number of metaphorized phrases in each subsample.

As a result, it became possible to calculate $\overline{x}$ – the average frequency of the metaphorized phrase in *"Best Kept Secret" (Jeffrey Archer)* and $\overline{y}$ – the average frequency of the studied lexical item in *"The Fort"* (Bernard Cornwell), as well as to calculate the

empirical value of the statistical criterion using formula (1).

The results of the calculations are presented in Table 2 and Table 3.

$$t_{emp} \approx 1,53886.$$

According to the table of critical values for the Student's t-test:

$$t_{crit} = \begin{cases} 1,98 \ p \leq 0,05 \\ 2,62 \ p \leq 0,01 \\ 3,37 \ p \leq 0,001 \end{cases}$$

In accordance with the decision rule, the statistical criterion for this test is H_0: the differences in the frequency of occurrence of metaphorical phraseological units in the works *"Best Kept Secret" (Jeffrey Archer)* and *"The Fort" (Bernard Cornwell)* are insignificant, and minor differences in frequencies are due to random causes.

Similar calculations and comparisons were made in pairs for all selected works of art on military

Table 2

Calculation table of the average frequency of metaphorized phrases in the novel "Best Kept Secret" (Jeffrey Archer)

x_i	n_i	$x_i \cdot n_i$	$(x_i - \overline{x})$	$(x_i - \overline{x})^2$	$(x_i - \overline{x})^2 \cdot n_i$
0	25	0	-1,37	1,87	46,8144
1	12	12	-0,37	0,14	1,62881
2	7	14	0,63	0,40	2,79224
3	5	15	1,63	2,66	13,3102
4	4	16	2,63	6,93	27,7008
5	3	15	3,63	13,19	39,5651
6	1	6	4,63	21,45	21,4515
$\sum$	57	78			153,263
$\overline{x} = \frac{\sum x_i \cdot n_i}{\sum n_i} = 1,37$					

Table 3

Calculation table of the average frequency of metaphorized phrases in the novel "The Fort"
(Bernard Cornwell)

y_i	n_i	$y_i \cdot n_i$	$(y_i - \overline{y})$	$(y_i - \overline{y})^2$	$(y_i - \overline{y})^2 \cdot n_i$
0	34	0	-0,96	0,91	31,1078
1	19	19	0,04	0,00	0,03592
2	7	14	1,04	1,09	7,62193
3	5	15	2,04	4,18	20,879
4	2	8	3,04	9,26	18,5255
5	2	10	4,04	16,35	32,6994
6	0	0	5,04	25,44	0
$\sum$	69	66			110,87
$$\overline{y} = \frac{\sum y_i \cdot n_i}{\sum n_i} = 0{,}96$$					

themes. The generalized results of calculating the empirical values of the criterion are presented in Table 3.

The analysis of Table 3 shows that all the calculated empirical values of the Student's t-test are less than its critical values. This means that in all cases of comparing the frequencies of occurrence of phrases containing metaphors, the differences in the average frequencies of use of such phrases in the paired texts on military topics are random, sta-

tistically insignificant, i.e., due to random causes. This means that the distribution of the studied linguistic unit (phrase) in all literary sources is almost the same.

Conclusions. Thus, summarizing the results of the study, it can be stated that both non-metaphorized and metaphorized phraseological units are used in English-language literary texts on military topics. However, the analysis shows that there are no significant differences in the use of metaphor-

Table 4

Generalized table of empirical values of the Student's criterion for comparing the frequency
of occurrence of metaphorized phraseological units

Author and name of the text	Patrick Robinson "Nimitz Class"	Jeffrey Archer "Best Kept Secret"	Robert Harris "Enigma"	Bernard Cornwell "The Fort"	Anne Frank "The Diary of a Young Girl"	Tom Clancy "Red Storm Rising"	Marcus Zusak "The Book Thief"
Patrick Robinson "Nimitz Class"		1,40547	0,19569	0,12983	0,3685	0,54878	0,48776
Jeffrey Archer "Best Kept Secret"	1,40547		1,54281	1,53886	1,00972	1,94571	1,82457
Robert Harris "Enigma"	0,19569	1,54281		0,07444	0,54092	0,31676	0,276
Bernard Cornwell "The Fort"	0,12983	1,53886	0,07444		0,49586	0,42262	0,36923
Anne Frank "The Diary of a Young Girl"	0,3685	1,00972	0,54092	0,49586		0,89733	0,82129
Tom Clancy "Red Storm Rising"	0,54878	1,94571	0,31676	0,49586	0,89733		0,01957
Marcus Zusak "The Book Thief"	0,48776	1,82457	0,276	0,36923	0,82129	0,01957	

ical phraseological units in the studied texts, and the minor differences that exist in their number are due to random reasons (for example, the emotionality of the author of the work, the events described in the work, military actions that impoverish emotionality, etc.)

The number of metaphorized phraseological units is about 30% of all idioms used.

We consider the study of the patterns of use of motivated and unmotivated phraseological units in English-language texts on military topics to be further research prospects.

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ШЛЯХИ ТА ПРИЙОМИ ОПАНУВАННЯ СПОРТИВНОЇ ТЕРМІНОЛОГІЇ

WAYS AND METHODS OF LEARNING SPORTS TERMINOLOGY

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Статтю присвячено питанням навчання англомовної спортивної термінології студентів нефілологічних спеціальностей вишів. Актуальність вибору даної теми зумовлена недостатністю вивчення системних аспектів термінології спорту. Навчання спеціальної галузевої лексики розглядається у статті як основа навчання майбутніх фахівців англійської мови для професійного спілкування. Її ядро становить фахова термінологія, володіння якою