

The Main Means of Expressing the Category of Emotivity

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Abstract

Recently, one can observe the growing interest of linguistics in the problem of emotions in language. Many scientific disciplines are engaged in the study of emotions and the sensory domain of a person. From the point of view of linguistics, the study of emotivity corresponds to the modern anthropocentric approach to language learning, which puts a person with his experiences, feelings and needs at the center of analysis. The article identifies ways to implement the category of emotivity.

Keywords: emotivity, language, cognition, linguistic expression, morphology, grammar, characteristics, reality.

“Language as a special kind of instinct is closely related to human emotions, which are also biological instincts”. Emotions are a specific form of reflection and cognition of reality, since a person when expressing emotions is both an object and a subject of cognition. Thus, emotions realize certain motives of a person, have an impact on the addressee and, on the other hand, are interpreted by the addressee. At the linguistic level, emotions receive linguistic expression and are realized through emotive vocabulary. The active development of such branches of linguistics as communicative linguistics, gender linguistics, discourse analysis and their need for ideas about the emotive characteristics of linguistic units contributed to an increase in interest in the study of emotions as one of the forms of reflection of reality. In this regard, in the 80s of the XX century, within the framework of various linguistic directions, the consistent creation of the theory of emotivity of language units began.

Linguists and philologists study a wide range of emotions and feelings from the perspective of linguistic means that are used to directly express feelings, emotions and emotional evaluation, as well as to influence the emotional state of the listener or reader. In this regard, at the junction of psychology and traditional linguistics, the linguistics of emotions (emotiology) was formed as a scientific discipline. The linguistics of emotions deals with the study of the connections between emotions and language. It was the sphere of scientific interests of many linguists such as I. V. Arnold, V. I. Shakhovskiy, Yu. S. Stepanov, L. G. Babenko.

V.I. Shakhovskiy says that emotions, being one of the most important aspects of the essence and activity of a person, arouse interest in the ways of their representation in language. The scientist also draws attention to the fact that the problem of emotivity is relevant in connection with the problems of language, culture and emotional thinking. The author adds that since emotivity of speech expresses the mental state of the speaker, which determines his emotional attitude to the subject and the situation of communication, emotionality also has a psycholinguistic aspect. It is worth noting that emotivity is currently little studied. The insufficient number of fundamental

works on this issue leads to a discrepancy in emotive terminology, as well as to a significant discrepancy in the interpretations of the basic concepts of the linguistics of emotions and the term "emotivity" itself. The following definitions of emotivity are presented among scientists.

So A.V. Kunin believes that emotionality is emotionality in linguistic refraction, i.e. sensory evaluation of an object, the expression of feelings, moods, and human experiences by linguistic or speech means" (Kunin 1986).

According to V.I. Shakhovsky, emotivity is a language category, which is an immanent semantic property inherent in language to express emotionality as a fact of the psyche, reflected in the semantics of language units, social and individual emotions by the system of its means.

A slightly different position is held by L.A. Piotrovskaya, who believes that emotivity is a kind of function of language units to express the emotional attitude of the speaker to objective reality.

Often terms are interpreted anew, without referring to the author, who in his writings has already presented a definition of a term, moreover, each definition complements each other to one degree or another.

\ The opinions of scientists also differ regarding the breadth of interpretation of the definition of emotivity. Researchers such as L.G. Babenko, E.M. Galkina-Fedoruk, I.I. Kvasyuk widely interpret both the category of emotivity and emotive vocabulary. They believe that the category of emotivity includes both the names of emotions and pure emotives. Other researchers, such as M. Wolf, I.V. Arnold, N.A. Lukyanova, V.I. Shakhovsky prefer a narrow interpretation. Proponents of a narrow interpretation do not include words that call feelings and emotions in emotives, since, in their opinion, this group of words only carries the idea of an experience, but does not directly express it.

V.I. Shakhovsky relates emotivity to functional and semantic categories. Proving this point of view, the author notes that emotivity is a functional-semantic category, since it has all its features, such as a common semantic function – the expression of emotions, the interaction of lexical and grammatical elements.

As a functional-semantic category, the category of emotivity serves for external translation by native speakers (language personalities) of their emotional state and attitude to the world, and also has paradigmaticism at the lexico-semantic level.

The methodological aspect of the category of emotivity is that it can serve as a key to the analysis of the internal form of a word (language), and through it – the key to the analysis of a person. The linguistics of emotions proceeds from the position that a person is an active reflecting subject, his language is a means of reflection, and emotions are a form of reflection of an evaluative attitude to the world, that is, a form of its semantic interpretation. From this point of view, human emotions are the leading component of the so-called human factor in language.

V.I. Shakhovsky presented the theory of emotivity, its main provisions are :

- emotivity always reflects the subjective attitude of the speakers, but it is based on the conceptual features of the denotation, acting as a stimulus for the emotionality of the speaker;
- emotional attitude is always inextricably linked with the assessment, the nature of the understanding of reality and is an important part of the language modality;
- a person cannot have emotions that are not related to thinking, emotional thinking is characteristic of him.

In his works, V.I. Shakhovskiy cites the most common point of view on the differentiation of such concepts as "emotionality" and "emotivity". In his opinion, emotionality is associated with the psychological characteristics of a person, with the state of his emotional sphere, while emotivity is a property of linguistic means that are used to express emotions in a speech act, and are also able to produce an emotional effect on the listener or reader. Accordingly, emotionality is a category of psychology that is transformed into emotivity at the linguistic level.

Also, according to V.I. Shakhovskiy, the emotive meaning of the word is not a reflection of the emotions of only this speaker. It is not individual, but a generalized reflection of social emotion. And in this respect, it also has a social character, as well as an indicative value, and is correlated with the adequate emotions of any native speaker.

Linguistic means of all language levels participate in the representation of the category of emotivity. According to V.I. Shakhovskiy, the category of emotivity is represented in all languages at all levels of its system and appears in phonetic, lexical, phraseological, word-formation, morphological, syntactic, stylistic, super-phrasal, textual, hyper-, mega-, intertextual statuses. To analyze the expression of the emotivity category in phraseological units with a zoonym component, we will consider the following levels: morphological, grammatical, lexical and stylistic levels.

The morphological level has a certain potential for expressing emotions. Linguists consider affixation to be the most common way of expressing emotivity at the morphological level. Among the affixes capable of expressing an emotive assessment, the following can be distinguished:

- suffixes -ie, -y, giving the word a diminutive-affectionate shade;
- prefixes super-, hyper-, over-, contributing to the manifestation of expression and strengthening of emotional expression;
- suffixes -ard/-art, -aster,-ster,- eer, -ling, carrying a negative rating;
- suffixes -kin, -let, which are diminutive and diminutive-affectionate and carry a positive-evaluative component of values;
- suffix -ish, which carries the meaning of a diminutive, disparaging attitude, and also weakens the expressed quality. Adding the suffix -ish to the nominal bases forms adjectives with a negative rating.
- suffixes -ful and -ous, which have an intensifying component of the value.

At the morphological level, the category of emotivity can be expressed using the comparative degree of an adjective. Affixes and the comparative degree of an adjective bring various shades of evaluativeness, emotionality, intensity, functional and stylistic coloring and imagery to the semantics of words. These shades, in turn, enhance the perception of words and have an impact on the emotional state of a person. Grammatical means, as well as morphological means, have an emotive potential and can convey various emotions of the speaker, as well as influence the emotional state of the interlocutor in a certain way. The grammatical means of expressing the category of emotivity include modal verbs, inversion, imperative, as well as the emphatic use of the *verb do*. One of the means of grammatical level are modal verbs. As is well known, modality expresses different types of attitude of the utterance to reality, as well as different types of subjective assessment of the reported. Modality is directly related to the emotional element of communication, as it reflects the emotional attitude of the speaker to reality, and also expresses various types of subjective assessment. Since English has a broader and more diverse system of

modality means, it is often difficult for native speakers of Russian to distinguish the meanings of modal verbs that are very similar in semantics.

It will be considered the main modal verbs and expressions, namely:

➤ *must - have(got) to*

As a rule, with the help of these verbs in English, the obligation is expressed. Despite the fact that in many cases these verbs can replace each other, there is still some difference between them. So the verb "must" expresses the desires and feelings of the speaker, it carries a personal beginning, while the verb "have(got) to" is devoid of emotions and expresses a duty that is conditioned by external conditions, existing regulations and rules, and does not come from the speaker.

➤ *mustn't - needn't*

This pair of verbs expresses the same personal-emotional beginning as a pair of verbs must - have(got) to, but carries a negative connotation.

➤ *should/ought to u had better*

In addition to the verb "must", modal verbs such as "should/ought to" and "had better" are used to express advice in English. Despite the fact that these verbs are synonyms, the emotional component allows you to distinguish a certain difference between them. The verb "had better" contains an emotional element and expresses more persistent advice that relates to a certain situation, while it may contain a warning about the danger or likelihood of difficulties and problems if the addressee does not follow the advice of the speaker.

➤ *shall, will, would*

With the help of these verbs, you can have various emotional effects on the addressee, for example, a threat, an order, confidence, with the unconventional use of the verb "shall" (not with first-person pronouns). The verbs "will /would" may contain a tinge of criticism or dissatisfaction with some behavior, they can also express a negative attitude towards the habits or behavior of other people.

➤ *can/could*

In addition to the possibility of performing an action, the verb "can" can also express surprise, doubt or disbelief; the verb "could" is able to convey the same meanings, but in a less categorical form. As a rule, in these meanings, the verbs "can" and "could" are used in negative, less often interrogative sentences. Also, the verb "should" is often used to express surprise and anger. It is worth noting that the modal verbs "should", "ought to", "might", "could" when used with a perfect infinitive can express regret, irritation, reproach, criticism, censure regarding actions committed or not committed in the past. Another means of grammatical level is inversion. As you know, the English language differs in the direct order of words, but in some cases this order may be violated. In most cases, this violation is allowed to express various assessments, attitudes and states, as well as to emphasize the emotional state of the subject. Most often, the inversion word order refers to the adverb of the mode of action, which, as a rule, should stand after the complement or verb. However, to emphasize the emotional state of the subject, the adverb of the mode of action can change its position in a phrase or sentence, violating the traditional rules of word order. In this case, adverbs are located between the subject and the verb predicate, as well as at the beginning of sentences or phrases. In order to express emotions, the position of the adverbs "still" and "already" may change. So according to the rules of English grammar, the

adverb "still" is placed after the verb "to be", however, when it is used before this verb, the information transmitted by the phrase or sentence gets an additional emotional connotation.

A similar example of the transmission of emotions can be adverbs that express the frequency of action, such adverbs as "always", "never", "often", "self". If they are used not after auxiliary verbs, as required by the rules of grammar, but before them, there is an increase in the meaning of the verb.

The category of emotivity can be expressed using imperative constructions. Such structures are highly emotional in themselves, as they have a strong impact on the addressee. Moreover, the emotions conveyed by the imperative are more tangible than the affirmative sentence. The emphatic use of the verb "do" is a grammatical means of realizing the category of emotivity. The emphatic use of the verb "do" refers to the excessive use of this auxiliary verb in imperative and affirmative sentences, as well as phrases. The verb "do" plays the role of a grammatical intensifier, it enhances the action expressed by the main verb. The use of this auxiliary verb has a pronounced emotional potential, and also emphasizes the action in question. The amplifying "do" entails concentration of attention on a certain part of a phrase or sentence, and also introduces an element of amplification (emphase). Phrases and sentences with an emphatic "do" are inextricably linked with various emotions of the speaker, such as discontent, anger, fatigue and others.

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