

## **Means of Expressing Emotional and Evaluative Statements in German Dialogic Speech**

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**Abstract:** The study of the features of German dialogic speech is in line with current trends in modern linguistic research. Recently, linguists have moved from studying language as a formal system to considering “language in action,” that is, in speech. In dialogical speech, the emotional function occupies an important place. The content of this function is a set of linguistic means that convey the emotional and evaluative attitude of the speaker to the statement. The purpose of this article is to identify and analyze linguistic means that create emotional evaluation.

**Keywords:** Emotion, relationships, character, micro-meanings, assessment, positive assessment, negative assessment, composition.

The source of the linguistic material for the study was the speech of characters from works of art of the 20th century. It is considered by many linguists as a source for studying spoken language. The material for the study was emotional and evaluative statements collected by a continuous sampling method from 5 works by 5 authors (see list of works used).

The concept of “emotion” is very capacious. Rubinstein gives the following definition of emotions. “Emotions—a person’s experience of his relationship to the world around him and to himself—is one of the forms of reflection of objective reality” [7. With. 7]. Emotions are a special form of attitude towards objects of reality, conditioned by their compliance or non-compliance with human needs.

Emotions are based on evaluations. Each statement is, first of all, an evaluative orientation, where each element not only means, but also evaluates. Assessing this or that fact of the surrounding reality, a person experiences it and expresses his personal attitude towards it. In linguistics, several definitions of evaluation are given, but their essence is the same. M. N. Nikolaeva considers assessment as a socially fixed attitude of native speakers (good - bad) to objects and facts of reality. The objective world is considered by native speakers from the point of view of its value character, that is, good and evil, benefit and harm. This approach is socially determined and reflected in a certain way in linguistic structures [4. With. 96]. S. G. Belyaevskaya defines assessment as a judgment about values, and value as the positive or negative significance of objects of the surrounding world for a person, class, group, society as a whole, determined not by their properties in themselves, but by their involvement in the sphere social activities, interests and needs, social relations [1. With. 22]. Assessments do not exist without an assessing subject—a person. A grid of values of an individual person is superimposed on the real world, forming his individual evaluative “picture of the world.”

An emotional assessment is a direct reaction to objects (subjects, events), expressed by interjections, affective words, insulting words, etc. It is always expressive. Collocation

“emotional assessment” refers to multi-level phenomena. At the extralinguistic level, an emotional assessment is the opinion of a subject (individual or collective) about the value of some object, which manifests itself not as a logical judgment, but as a sensation, feeling, emotion

of the speaker. At the linguistic level, emotional assessment appears as the subject's opinion about the value of a certain object, reflected and enshrined in the semantics of a linguistic sign as its micro-meaning, or seme. Evaluativeness and emotionality are united and do not constitute two different components of meaning, just as assessment and emotion are united at the extra-linguistic level. A positive assessment can be conveyed only through a positive emotion - approval, praise, affection, delight, admiration, etc., a negative one - through a negative emotion - disapproval, rejection, condemnation, annoyance, irritation, neglect, contempt, etc. The assessment, as it were, "builds" the corresponding emotion, and the parameters of emotion and assessment coincide: "pleasant" - "good", "unpleasant" - "bad". Therefore, the term "emotional-evaluative" very accurately reflects the essence of the designated phenomenon.

All means of expressing assessment are divided into explicit and implicit. Both positive and negative evaluations are most often expressed explicitly by lexical-stylistic means.

The study showed that out of 1030 emotional and evaluative statements, 700 have a negative evaluation (which is 68% of the total), respectively, 330 statements have a positive evaluation (32% of the total). The predominance of negative statements over positive ones confirms the generally accepted statement of scientists that the designation of bad is more differentiated than the designation of good, that is, in language there are more diverse means for detailed negative evaluation than for positive. We have identified the following means of expressing emotional assessment: words with an emotional-evaluative component of meaning, word-formation devices, figurative meaning, phraseological constructions, interjections and their equivalents, phraseologisms, modal words, constructions with axiological predicates, negation, context.

The largest group of emotional-evaluative statements consists of statements where the means of expressing evaluation are words with an emotional-evaluative component of meaning (29.1% of the total). These words specialize as carriers of evaluation, for example: herrlich, schrecklich, Blödsinn, Unsinn, Narr, reizend, scheusslich... The adjective herrlich expresses approval, pleasure, feelings of joy from pleasant sensations.

- Herrliches Wort, - prost, was?

— Das Wort der Worte<sup>1</sup>.

The adjective wahnsinnig expresses anger, indignation, contempt, and therefore a negative assessment.

— Ich habe gefunden, dass der Mensch wahnsinnig ist. Ja! Und zwar in doppeltem Sinne wahnsinnig.

— In doppeltem Sinne wahnsinnig?

- In doppeltem Sinne wahnsinnig<sup>2</sup>.

Emotional meanings are also conveyed using nouns. The dominant position is occupied by those for whom emotional assessment forms the basis of their nomination: Lump, Strolch, Narr, Lügner, Idiot, etc.

— Mein Herr, ihr Benehmen ist unqualifizierbar.

— Wenn schon.

- Note!

- Schote!<sup>3</sup>

In creating emotionality, the role of word formation is great (15.9% of the total). For German word-formation colloquialisms, affixation and compounding are productive. Among the suffixes

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<sup>1</sup> Remarque, S. 158

<sup>2</sup> Kellermann, S.173

<sup>3</sup> Mann, S. 34

that actively participate in the formation of spoken words are the suffixes - chen; - ei; —ling. The suffix -chen can be used to express either positive or negative evaluation.

- Haben Sie auch geflennt, Frau Marnet?

— *Ein Tränchen hab ich wohl auch verdrückt*<sup>4</sup>.

— *Na, was macht die Kleine?*

— *Sie sind wohl scharf ins Zeug gegangen, Freundchen*<sup>5</sup>.

The suffix -ei gives actions the meaning of an evaluative characteristic with a negative connotation, for example:

- Ich habe Verbindung, Herr Haller! Mit der “City of London”...

- Nun das ist gut. Es ist eine höllische Schweinerei, meine Herren, eine verdammt höllische Schweinerei<sup>6</sup>.

The suffix -ling often serves to designate a male gender with negative character traits and unpleasant appearance.

- Der arme Wurm, der hat noch keine Ahnung, was ihm bevorsteht.

- Rohling<sup>7</sup>.

The semi-suffix -fritze is used in colloquial speech to designate persons by occupation, persons with negative qualities.

- Was it lost?

Nur - der Fordfritze ist drin<sup>8</sup>.

The semi-suffix -kopf serves to designate persons by external signs and character traits and gives a negative evaluation.

- Sie Kindskopf, o Gott, was sind Sie noch für ein Kindskopf!

- Na ja, immerhin. Sie finden mich wohl etwas idio-tisch, was?<sup>9</sup>

The semi-suffix -bruder is often used to designate persons with negative qualities and inclinations.

- Du kennst ihn nicht.

—Hab schon genug.

— Das verstehst du nicht. Ein richtiger Mann ist das.

— Nicht so ein Tränenbruder<sup>10</sup>.

The most productive prefix in the field of word production turned out to be the prefix un-, which forms secondary colloquialisms from words that already have a colloquial connotation: unsympatisch; uninteresting; Unglück; unsinning; unmöglich, etc.

- Doch es ist wahr!

- Es ist unmöglich, es ist gänzlich unmöglich<sup>11</sup>.

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<sup>4</sup> Segers, S. 139

<sup>5</sup> Mann, S. 24

<sup>6</sup> Kellerman, S. 287

<sup>7</sup> Remarque, S. 77

<sup>8</sup> Remarque, S. 104

<sup>9</sup> Remarque, S. 144

<sup>10</sup> Mann, S. 346

<sup>11</sup> Kellermann, S. 146

Semi-prefixes showed greater activity as a means of expressing emotional assessment: Bier-; Gold-; Hunde (n) -

The semiprefix Gold- gives the word a positive meaning with a colloquial connotation.

- Du willst mit uns essen, Goldjunge? Welche Aus- zeichnung!
- Wenn die Dame nichts dagegen hat?

The semiprefix Bier- gives nouns an evaluative and derogatory meaning.

- Wohl noch keine Menschen gesehen, was?
- Menschen wohl, aber noch keine Bierfässer, die spazierengehen.

Semi-prefix Hunde (n) - gives an expressive-evaluative intensifying meaning with a negative connotation.

— Hier hast du deine Hundemarke wieder.

- Du hast tadellos verkauft, Robby!

For German word-formation colloquialisms, compounding is productive, often in interaction with metaphorization and other semantic processes, for example, der Hurenbock (der Bock - goat); der Schweinehund (der Hund - dog); der Mondkalb (der Kalb - calf). Having undergone compounding, both components were rethought and the words received a new meaning: der Hurenbock - whore, der Schweinehund - scoundrel, der Mondkalb - blockhead. Such formations are expressive and branes.

Axiological predicates are a class of predicates included in the structure of evaluation, combining its subject and object. Group predicates are specialized for evaluative statements: consider, believe (opinion predicates), seem, feel. They serve as the main means of explicating the evaluative frame (Ich finde das...). The examples we have highlighted are constructed according to the scheme Ich (any subject) finde es + evaluative word. Since axiological predicates are combined with qualitative adjectives and adverbs, the means of expressing evaluativeness in such a statement will be either an adjective or an adverb. Evaluativeness in these structures is represented implicitly - through an axiological predicate, and explicitly - through a word in a statement.

Here's an example:

- Sie hatte sich ihm besten Sessel breitgemacht.
- Das finde ich nett! (Noll, S. 31).

This statement expresses pleasure, approval, delight. The assessment is given to the situation. Let us give an example where the means of expressing an assessment is the context.

- Ich wollte, ich wäre auch Kaufmann!
- Ja, du willst jeden Tag etwas anders!<sup>12</sup>

The object receives a negative characteristic because it changes its desires every day, and inconstancy is always assessed with a “minus” sign on the basis of a stereotype.

Thus, at the linguistic level, emotions are expressed by linguistic means (lexical, syntactic, stylistic, word-formation). All means of expressing evaluation are divided into explicit and implicit. Both positive and negative evaluations are most often expressed explicitly by lexical and stylistic means. The largest group of emotional-evaluative statements consists of statements where the means of expressing evaluation are words with an emotional-evaluative component of meaning. These words specialize as carriers of evaluativeness. A variety of evaluative semantics is revealed by expressive adjectives, nouns, and adverbs. The analysis of word-formation means showed that for German word-formation colloquialisms, affixation and composition are

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<sup>12</sup> (Mann, S. 48)

productive. The figurative meaning serves as an implicit means of expressing evaluative meaning. Phraseological constructions, having evaluative meaning, represent an expressive means of language and are considered by us as an implicit means of expressing evaluative meaning. The study also examined other, less productive means that are used to express positive and negative evaluations. These are interjections and their equivalents, phraseological units, means of negation, modal words, constructions with axiological predicates, context.

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