

## **Lexical Means of Expressiveness in the Speech of a German Teacher**

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**Abstract.** *The article substantiates the importance of using lexical expressive means in the speech of a German language teacher. The authors identify several groups of lexical means of creating expressiveness within the framework of interaction between teacher and student. A number of lexical means of expressiveness are clichéd in nature, which reduces their emotive potential. Metaphors, epithets and irony have a high degree of expressiveness in pedagogical discourse.*

**Key words:** *expressiveness of teacher's speech behavior, lecture logical intensifiers, discourse markers, lexical repetitions, approximators, deictic words.*

The expressiveness of a teacher's speech is one of the essential conditions for the success of verbal interaction within the educational process. Isolating linguistic means that create the emotional coloring of a statement and determining their functions makes it possible to establish the characteristics of emotional speech. In contrast to neutral speech, it can be argued that emotional speech is characterized by greater appeal at the level of pragmatics, greater categorical assessment at the level of content, and a special structural organization at the level of form.

The expressiveness of a German language teacher's speech carries out an additional burden: it immerses students in the emotional world of another culture and gives authenticity to communication. As expressiveness researchers note, it can be expressed in different ways. At the syntactic level, the expressiveness of speech is associated with the use of exclamatory, imperative, subjunctive constructions, incomplete sentences, rhetorical questions, exclamations, anaphors, epiphoras, inversions. At the phonetic level, expressiveness is conveyed through specific intonation structures and pronunciation modifications of sounds.

This article focuses on lexical means of conveying expressiveness. The material for the study was dialogic replicas obtained using a continuous sampling method, borrowed from 69 German lessons taught by native speakers.

As a result of the analysis, several groups of means of expressiveness were identified: lexical intensifiers, intensifying phrases, approximators, lexical repetitions, discourse markers, deictic words, interjections. One of the recorded means of expressiveness in the speech of a German language teacher is lexical intensifiers - intensifying adverbs, intensifying particles and intensifying pronouns, among which intensifying particles predominate - 66%, intensifying adverbs are in second place - 44%.

Statements containing lexical intensifiers and intensifying phrases can perform both the function of exaggeration of the evaluative meaning of the statement and the function of emphatic emphasis.

A similar function is performed by approximators, which represent an approximate description of objects and phenomena of the surrounding reality. Approximators impart a high degree of authenticity to the teacher's speech.

Lexical repetitions were also used quite often by teachers to convey expressiveness; this method was found in 25 examples out of 1109, which amounted to 2.5% of 100% of the language mother's units. Repetition is redundant in the nominative sense; it does not add anything in a logical sense, but can convey a whole range of emotions: irritation, anger, annoyance, surprise, doubt, anxiety, worry, complacency, regret. In a teacher's speech, repetition can have the function of persuasion. The teacher creates reinforcement of the statement by repeating part or the whole sentence.

Discursive words play a huge role in creating expressiveness.

markers. In English, discourse markers are understood as units of speech that do not affect the overall essence of the utterance, but at the same time perform emotional and expressive functions. They represent syntactically independent connectives that ensure the preservation of discourse. In linguistic literature, these functional units are found under various names: discourse markers,

discursive particles, discursive connectives, pragmatic particles, pragmatic markers and others.

R.I. Babaeva notes the following functions of discourse markers:

- “structuring” of the organization of discourse, which replaces grammatical Chinese rules that are not always observed in spontaneous speech;
- emotionality of speech. This function allows you to form a certain “to- "nality of communication";
- expression of a subjective attitude, manifested in assessments and comments incidental to the main content.

Analysis of linguistic material showed that discourse markers represent a frequent phenomenon in pedagogical discourse. They accounted for 10.1% of all registered units.

Response signs in interaction are designed to solve several communication goals:

- maintain the flow of the conversation;
- express agreement/disagreement;
- express an assessment.

Such lexical units indicate the active position of the teacher as a listener. They can be represented by one lexical unit.

An important role in the expressive design of pedagogical discourse is played by deictic words. They are usually called deictic words that are not directly related to their denoted words, but in the process of communication, that is, not in language, but in speech - through speech Act. The phenomenon of deixis is that a word relates to its denoted through an indication of a speech act. During the study deictics were noted in the amount of 114 units, which is 10.3% from the general corpus of examples.

A description of expressive lexical means in a teacher's speech would be incomplete without mentioning the role of interjections, which initially have significant potential for conveying an emotive attitude. Anglo-American pedagogical discourse, due to the widespread use of teaching

The body of interjections gives the impression of being more expressive compared to Russian.

The means of lexical expressiveness discussed above in most cases are of a clichéd nature, due to which the emotionality of the teacher's speech behavior may decrease. Increased expressiveness at the lexical level is achieved through lexical means that are used in a limited context and are individualized.

The lexical expressiveness of a teacher's speech behavior is only one component of the holistic concept of expressivity. Obviously, that in a real situation of pedagogical communication, lexical expressiveness is complemented by phonetic and can be accompanied by expressiveness expressed using grammatical means.

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