

EMOTIVE EXPRESSION OF NEGATIVE EVALUATION AS A COMMUNICATIVE UNIT OF DISCOURSE

Mykhaylova H. M.

Master Student

Programme Subject Area 014 – Secondary education

Scientific adviser: Soroka T. V.

*Candidate of Philological Sciences,
Associate Professor at the Department of English Language
and World Literature*

Izmail State University of Humanities

Izmail, Odesa region, Ukraine

Emotionally expressive statements, being a unit of speech communication, are characterized by predicativity and are implemented in certain structural models. Such models consist of syntactic positions held not only by clause members, but also by syntactic relations and their characteristic connections. Modern trends in the study of sentence semantics allow to see the composition and typology of a sentence in a new aspect, in particular, to correlate the linguistic form and the non-linguistic meaning expressed by it. Due to the fact that a sentence is not just a structural, but also a communicative unit, in the process of speech communication it acquires features that are potentially inherent only in it and are realized during its actualization in speech. Thus, on the one hand, a realized sentence, that is, an utterance, is richer in its features than a sentence taken outside the conditions of concrete implementation, and on the other hand, there cannot be anything in the utterance that was not included in the sentence. It follows from this that the actualized sentence is a speech manifestation of the linguistic unit – the sentence [8, p. 78; 10, p. 59].

Utterances with a negative color represent a grammatically and intonationally complete unit of language that expresses a complete thought and the relationship of the content of this thought to reality. According to the theory of speech acts [6; 9], the basic unit of communication is not a sentence or any speech expression, but the performance of appropriate actions, such as confirmation, request, demand, order, apology, expression of gratitude. In a typical case, the speaker simultaneously performs one or more actions by uttering one or more sentences. The purpose of the so-called affective or emotional syntax is to convey not so much the main content of the message as a subject-evaluative, emotionally-colored attitude to the subject of thought.

Emotional expression of negative evaluation as a communicative unit of discourse has two plans: virtual and real. The first is characterized by intrastructural, linguistic features; the second – the conditions of discursive implementation. When studying the discursive features of emotive statements of negative evaluation, it is important to single out two levels of organization of the statement as a discursive unit: the level of content transmission and the level of social interaction. The content side of negative emotive statements conveys information or a message, and the social side performs the function of regulation between personal relationships. The analysis of speech material indicates that emotive expressions of negative evaluation actualize in speech the elements of the speech code according to the corresponding theme-rhematic structure, which provides a solution to the complex of communicative intentions and tasks of the speaker in expressing a negative attitude towards certain phenomena of reality, both implicitly and explicitly. Types and kinds of estimated values can be combined with each other and form four groups of values: direct explicit, direct implicit, indirect explicit and indirect implicit estimated values [2, p. 11].

The direct implementation of the assessment is carried out using lexical means (emotionally colored vocabulary), syntactic means (nominative, infinitive, rhetorical, inverted, sentences with modal verbs, exclamations, etc.), prosodic means (logical stress, exclamatory intonation, pause), graphic means (the presence of an exclamation mark, italics, dashes), kinemas (author's notes).

Indirect evaluation contributes to softening and weakening the negative appraisal, which stimulates further communication. Adequate decoding of the pragmatic content of indirect negative evaluative statements is carried out with the help of the context and the general situation of communication. The context plays an important role in the interpretation of indirect methods of assessment, reveals the conditions of the course of communication, indicates the mutual relations of the communicators, the socio-psychological distance between them, their social status, gender, age, general knowledge. The use of linguistic units is indirect in cases where there is disagreement between what was expressed and what was meant. In contrast to implicit, indirect assessment is characterized by a significant pragmatic charge. A necessary condition for the existence of indirect evaluation is the presence of an additional illocutionary force that is layered on the present illocutionary content of the statement and interacts with it. Indirect evaluative statements contain at least two illocutionary forces: conveying the propositional content of the sentence and expressing the positive or negative attitude of the addressee towards a certain object of reality [2, p. 102].

The study of the nomination of the hidden content of the utterance is of particular interest. The phenomenon of indirect nomination is based on the

difference between the plan of expression and the plan of the content of the statement. For a visual description of the mechanism of indirect nomination, the level of surface manifestation and the level of deep-semantic representation of the same information should be distinguished [1, p. 74]. At the level of surface manifestation, statements are represented by narrative, interrogative and exclamatory sentences. At the level of in-depth representation, utterances contain press positions (bases and motives of the utterance), sentences (factually fixed and factual content of the utterance) [ibid., p. 121].

A presupposition acts as an initial large premise, a proposition is a smaller premise, and an implication performs the function of a conclusion [7, p. 109]. Thus, the minimum unit of communication is three-membered, i.e. it consists of: presupposition, proposal and implication. It should be noted that presupposition, in comparison with implication, is characterized by a more distant formal-linguistic connection with the statement and, in addition, has a special differential feature – the absence of rhematicity [5, p. 8].

Implicit meaning arises, as a rule, due to the correlation of the linguistic phenomenon with reality and a specific situation. Implicit content is understandable to a native speaker of a certain society who possesses the necessary thesaurus. The implication mainly serves to express the meaningful shades associated with the relationship between the participants in the speech act, and the connotation helps to semantize various aspects of the emotional and psychological state of the subject of expression and his relationship to the subject of speech [3, p. 14]. In everyday communication, the implicit content of an utterance is extremely important, sometimes even making up the entire content of the message.

According to some researchers (see, for example, [1; 4; 10]), the implicit form of expression is used to express what, for certain reasons, cannot be expressed explicitly. Utterances with implicit content are, to some extent, incomplete and difficult to perceive, since the implicit component must be discovered by the listener on his own. In the implicit form is expressed not only what the speaker does not want to talk about, but also what, and this is more important, cannot be fully or precisely expressed explicitly. The speaker, expressing his thoughts implicitly, gives the listener the opportunity to dialogue with himself. Sometimes only as a result of such a dialogue the listener can fully understand what the speaker meant. The implicit meaning of the statement, like the meaning of the thought, has practically no limits. In search of the implicit content of the statement, each listener conducts an internal dialogue in any of his own ways, different from others, but always taking into account the explicit content, context and communicative situation.

All of the above gives grounds for asserting that explicit evaluation is characterized by the presence of elements of the evaluation structure in the

proposition of the statement. Implicit evaluation occurs due to the omission of the evaluative component from the propositional content of the statement and is indicated, in contrast to indirect evaluation, by markers within the sentence (rhetorical questions, sentences with modal verbs, persuasive sentences, etc.).

Bibliography:

1. Анипкина Л. Н. Оценочные высказывания в прагматическом аспекте. *Филологические науки*. 2000. №2. С. 58–65.
2. Арутюнова Н. Д. Типы языковых значений: Оценка. Событие. Факт. М. : Наука, 1988. 341 с.
3. Быценко Т. А. К проблеме средств языкового выражения отрицательных эмоций в современном английском языке. *Вчені зап. Харків. гуманіт. ін-ту «Нар. укр. акад.»*. 2004. Т. 6. С. 505–511.
4. Бузаров В. В. Основы синтаксиса английской разговорной речи. М. : Просвещение, 1996. 127 с.
5. Вейнрех У. О семантической структуре языка. Новое в лингвистике. М. : Изд-во иностр. лит-ры, 1999. С. 53–92.
6. Кларк Г. Г., Карлсон Т. Е. Слушающие и речевой акт. *Новое в зарубежной лингвистике*. М. : Прогресс, 1986. Вып. 17: Теория речевых актов. С. 270–231.
7. Маркелова Т. В. Оценка и оценочность. *Семантическая структура слова и высказывания*. М. : Наука, 1993. С. 107–113.
8. Падучева Е. В. Высказывание и его соотнесенность с действительностью (Референциальные аспекты семантики местоимений). М. : Наука, 1985. 271 с.
9. Серль Дж.Р. Классификация иллокутивных актов. *Новое зарубежной лингвистике*. М. : Прогресс, 1986. Вып. 17: Теория речевых актов. С. 170–194.
10. Старикова Е. Н. Проблемы семантического синтаксиса (на материале английского языка). Київ : Изд. об-ние «Вища школа» при Киев. гос. ун-те, 1985. 124 с.