

## **Emotional Aspect of Utterance in Syntax while Learning Russian as a Foreign Language<sup>1</sup>**

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### ***Abstract***

*Emotionality can be expressed by linguistic means of various levels in phonetic, morphological and syntactical factors. The article reviews modern methods of acquiring emotional-expressive linguistic means when learning Russian as a foreign language and also observes direct speech when expressing positive emotions in particular according to the degree of sense of humor which can be used during Russian language lessons.*

**Keywords:** *Emotional breadth, syntax, direct speech, humor.*

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<sup>1</sup>On the example of Turkish students leaning Russian Language

## **Introduction**

«Emotionality is common for our speech – clearly expressed emphasis on feelings and free expression, high emotional intensity of the Russian language, richness of linguistic means for expressing emotions and emotional tints" (Vezhbitskaya, 1997, p.33).

A foreign language teacher knows that one of the problems for a non-native speaker student is mastering the emotional-expressive linguistic means. In fact emotional breadth plays a crucial role at various levels of language system – phonologic, morphological, syntactical etc. At each level emotional breadth is conveyed through specific means and methods whose description and classification represent a special and a rather difficult task.

## **Emotional syntax**

Emotional side of utterance very often is created by means of syntax. At a syntactical level emotionality is expressed by means of special syntactical models as well as by applying a common word order, application of repetitions etc. Emotional syntax represents a stable structure, intonation. Similar structural formations are meant to convey not the content of the sentence but rather the emotionally colored attitude of the speaker towards the subject of thought and express emotional connotations. It is well-known that a syntactical part occupies a special place in general language system as it is not sufficient only to select lexical material for expressing thoughts and emotions. It is necessary to establish correct and clear ties between words, word groups and separate sentences including imperative, exclamatory, interrogative. For example: *Нас подслушивают! Сколько раз тебе говорить? We are being eavesdropped! How many times shall I tell you that? Sana defalarca söyledim ki bizi dinliyorlar!*

*Твоя мать ни с того ни с чего вышла из комнаты!*

*Ну и пусть вышла, тебе то что?*

*Your mother has left the room without any reason!*

*Let her go, what's the problem? Annem çıksın yahu, sana ne?*

*Any sentence: narrative, interrogative or imperative – can become*

exclamatory. For example: Вы уже уходите? – Как, вы уже уходите?! Are you leaving already? – How, you are leaving already? Emotional breadth in Russian and Turkish languages is expressed by exclamatory mark in writing. For example: Ах, вы забыли! Oh, you have forgotten! Аа, unuttunuz mu! Oh, you have forgotten?! Ах, вы забыли?! Demek unuttunuz?!

Exclamatory sentences – emotionally colored are conveyed with particular exclamatory intonation and in high words: Мы выиграли! We have won! --- Biz kazandık! In these sentences interjections: ah, oh, eh etc. are often used. For example: О, пощади! Постой! Ух!... Хорошо здесь! Ах, какая тишина! Ах, это же Максим! - О, be gracious! Wait!, Ooh!.. It is good here! Oh, what a silence! Oh, it is Maxim, isn't he? --- Vah, bu Maksim! Pronouns: which, what a, how many. For example: Что за глазки! Какой чудесный вечер! Какое это было мучение! What eyes! What a wonderful evening! What a torture it was! Adverbs: how, so. О, как это ужасно! Ведите себя как следует! - Oh, how awful! Behave properly! - Davranışlarınıza dikkat ediniz! (literally, pay attention to how you behave).

### **Direct speech and humor**

Direct speech is also often used when expressing positive or negative emotions in syntactics. Prior to performing this task it makes a sense to talk to students about the skill of using various words of the author: this is not just saying and writing which is used in study of direct speech at school. It can be words with the most diverse emotional tint: ironically noticed, angrily grumbled, awkwardly muttered, continued to grumble, began to beg, whispered, implored, commanded, roared, was indignant, and started to shout, mutter for himself, shouted at the top of lungs, gasped, exclaimed, repented, invited, greeted, expressed an assumption, admitted, began to roar, sobbed, howled, prompted, etc. Working with this lexical layer provides many opportunities for development of speech of students. We can provide a number of such words from any book as an example.

Search of such interesting and diverse methods of author's introduction of direct speech can become a separate independent task when working with text of any piece of writing under study. For example, “And talks so sweetly, hardly breathing” (« И говорит так сладко, чуть дыша»)

or “..... uttered Bazarov with arrogant pride” («... с надменной гордостью произнёс Базаров»).

Students are offered several utterances of well-known people. In the home assignment they write them down as direct speech, adding the author's words. For example:

1. *Mathematics is the only perfect method allowing leading oneself a dance* (A. Einstein).

2. *Long speech does not make the business proceed just like a long dress does not help when walking* (Taleyran).

3. *Fools talk most about wisdom while scoundrels talk about virtue* (Paul Ernst).

4. *Noise proves nothing. Often a hen who has merely laid an egg cackles as if she laid an asteroid* (Mark Twain).

5. *The best philosophers in the world are boys whose beard is just begging to grow.* (Plato)

6. *Megalomania is when a mouse thinks it is a cat and eats itself* (M. Svetlov).

7. *Everybody complains of their memory but nobody complains of their brain* (Laroshfuko).

8. *If you want to forget anything immediately, write down that you must remember that* (Allan Poe).

We think that there is sense in repeating such kind of assignments as they help to remember the punctuation material and speech development. Punctuation marks: ellipsis, hyphen, exclamatory marks, as well as exclamatory mark with interrogative mark may serve as indicators of emotions.

Below are provided texts which can be considered as samples of smartness. They can be useful for remembering a difficult topic: "Author's words within direct speech" as well as for developing a sense of humor among learners. For example:

1. “Is it difficult to give up smoking? – They asked an American humorist Mark Twain. Mark Twain answered: “It is not difficult at all. I have given up smoking hundreds of times”.

2. Once when Mayakovsky was in America, they told him: “How tall you are!” – “You don't say so!” – Vladimir Vladimirovich answered in surprise. – I am the lowest skyscraper”.

3. One arrogant landlord decided to ridicule a vet and asked him: "Are you the doctor for cattle? Yes, I am, - he answered calmly – What's the trouble?"

4. Hoja Nasreddin was asked: "When holding a deceased where should one stand: behind or in front of the coffin? - "Anywhere but not inside" - he answered.

5. During the French revolution the crowd dragged the abbot Mory to the lantern to hang him. "Will you have more light if you hang me on this lantern?" - the abbot asked. This joke saved his life.

6. One lady asked the Polish writer Stanislaw Eji Lets: "Please tell me, is it very difficult to invent everything from head?" - "Oh, don't say that! - he answered. - It would be much difficult from leg".

7. "A guest is like air breathed in, according to the Oriental wisdom. If he comes in and does not go out, the host suffocates".

The next stage of the work may be an independent writing of own answers to short texts desirably smart ones.

For example, What would you answer if you were in Mark Twain's shoes?

First, students must think over their own answer and then verify it with ours. Then a sentence must be written with the answer which will seem more successful to them (this can be their own answer).

1. Once information about Mark Twain's death appeared in press. He responded in press: .....

2. Once Mark Twain received a letter by air mail in which only one word was written "Swain". On the next day he placed the answer in the newspaper:

**Answer**

Rumors about my death are slightly exaggerated.

Generally I receive letters without signature. Yesterday I received a signature without a letter.

Students can continue their work independently verifying their versions with ours. Such work can correctly express various tints of surprise, irritation, disgust, trust, distrust, catch a joke or irony, as the problem of expression of emotions becomes more complicated when

speech is carried out in a written form because intonation and other means of expressing emotions without which it is practically impossible to express the emotional state orally are absent here (Shubin, 1972, p. 85).

## **Conclusion**

Comprehension of emotional tints of a non-native language speaker and ability to adequately express one's emotional state by means of the target language may be indicators of a rather communicative command of this language.

Finally, we introduce students to syntactic means of expressing emotion with phonetics (pronunciation, intonation) through the whole teaching course. But we should remember that wrong intonation may lead to perception of such question as the expression of distrust, dissatisfaction, bewilderment, surprise or indignation. (Brizgunova, 1980, p. 96)

We enable them to compare emotional dictionaries of Russian and Turkish languages. All these makes working with them more interesting and brining desirable positive results in most cases.

Language as a person's attribute is studied considering his emotional environment which depends on the nature of communication between nations - representatives of various cultures, as many problems of modern society are emotional problems.

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