



# ХАБАРШЫ ВЕСТНИК BULLETIN

**«Көптілді білім беру және шетел тілдері филологиясы» сериясы**

**АЛМАТЫ**

қайталау және өмірлік жағдайларда қолдану арқылы үйренеді. Дәл осы жол екінші тілді үйрену үшін де ең әсерлі жол. Сол себепті қазіргі тәжірибелі мамандар тіл мұғалімдеріне стандартты сөздік жазу, жаттығудан гөрі іс-әрекет, қимыл, ойындар арқылы үйретуге кеңес береді. Мамандардың айтуы бойынша, «ойын тәсілін қолдану арқылы үйретудің тамаша нәтижелерін бақылап жүріп, күндердің бір күнінде жаңа тілді қалайша жетік меңгергеніңе таңғаласың. Және де, өзіңнің жаңа идеяларыңмен тәсілдеріңді дамытып, оқушыларыңның оқу деңгейі жоғарлауына әсер бересің.»

Қорыта айтқанда, белгілі бір мақсатқа құрылған ойынның қашанда баланың жаңа сабақты терең меңгеруіне әсері күшті. Рөлдік ойын баланы зерігуден, жалығудан құтқарады және сабаққа деген қызығушылығын арттырады.

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**МРНТИ 17.09.91**

*Utegenova K.Ch.<sup>1</sup>, Aliyarova L.M.,<sup>2</sup> Makhazhanova L.M.<sup>3</sup>  
<sup>1</sup>teacher of Al-Farabi Kazakh National University,  
<sup>2,3</sup>senior teachers of Al-Farabi Kazakh National University,*

### **THE MAIN METHODS OF CLASSIFICATION OF EMOTIONAL LEXICON IN ENGLISH**

#### **Abstract**

The lack of a unified psychological concept of emotions makes it

difficult to create a unified typology of language verbalization of emotions and study emotivity from a linguistic point of view. The article discusses several classification methods that currently allow us to systematically consider the category of emotivity. The article analyzes the views of researchers, including the opinions of domestic scientists who study modern English vocabulary, as well as its emotional, expressive and evaluative components. The considered works made it possible to determine the main directions and notions in the study of the concept, the prospects for further research.

**Key words:** emotive vocabulary, zoonyms, zoolexems, diplomacy discourse, political debate.

*Утегенова К. Ч.,<sup>1</sup> Алиярова Л. М.,<sup>2</sup> Махажанова Л. М.<sup>3</sup>  
<sup>1</sup>преподаватель КазНУ им. Аль-Фараби,  
<sup>23</sup>старший преподаватель КазНУ им. Аль-Фараби*

## ОСНОВНЫЕ МЕТОДЫ КЛАССИФИКАЦИИ ЭМОЦИОНАЛЬНОЙ ЛЕКСИКИ В АНГЛИЙСКОМ ЯЗЫКЕ

### Аннотация

Недостаточность единой психологической концепции эмоций затрудняет создание единой типологии языковой вербализации эмоций и изучение эмотивности с лингвистической точки зрения. В статье рассматриваются несколько классификационных методов, позволяющих в настоящее время систематически рассматривать категорию эмотивности. По рассматриваемому вопросу проводится анализ взглядов исследователей, в том числе мнения отечественных ученых, изучающих современную английскую лексику, а также изучаются его эмоциональные, экспрессивные и оценочные компоненты. Рассмотренные работы позволили выявить перспективы дальнейшего исследования основных направлений и понятий в исследовании данной концепции.

**Ключевые слова:** эмоциональная лексика, зоонимы, зоолексемы, дипломатический дискурс, политические дебаты.

*Утегенова К. Ч.,<sup>1</sup> Алиярова Л. М.,<sup>2</sup> Махажанова Л. М.<sup>3</sup>  
<sup>1</sup>Әл-Фараби атындағы ҚазҰУ оқытушысы,  
<sup>23</sup>Әл-Фараби атындағы ҚазҰУ аға оқытушысы,*

## ЭМОТИВТІ ЛЕКСИКАНЫҢ АҒЫЛШЫН ТІЛІНДЕ ЖІКТЕЛУІНІҢ НЕГІЗГІ ӘДІСТЕМЕСІ

### Андатпа

Эмоцияның бірыңғай психологиялық тұжырымдамасының жеткіліксіз болуы, эмоцияның тілдік вербализациясының бірыңғай типологиясын құруды және эмотивтілікті лингвистикалық тұрғыдан зерттеуді қиындатады. Мақалада қазіргі кезде эмотивтілік категориясын жүйелі түрде қарастыруға мүмкіндік беретін бірнеше жіктелу әдістемелері қарастырылады. Қаралып отырған мәселе бойынша, зерттеушілердің көзқарастарына талдау жасалынып, оның

ішінде қазіргі ағылшын лексикасын зерттеген отандық ғалымдардың пікірлері қарастырылып, оның эмоционалды, экспрессивті және бағалау компоненттері зерттеледі. Қарастырылған жұмыстар осы тұжырымдаманы зерттеуде негізгі бағыттары мен ұғымдарды одан әрі зерттеу перспективаларын анықтауға мүмкіндік берді.

**Түйін сөздер:** эмоционалды лексика, зоонимдер, зоолексемалар, дипломатиялық дискурс, саяси дебат.

**Introduction.** The lack of a single psychological concept of emotion complicates the linguistic study of emotionality and the creation of a single typology of linguistic verbalization of emotions. However, despite the difficulties in identifying the content of emotional symptoms, most researchers recognize the functional characteristics of emotion - its sign (positive or negative). In the opposition of "approval" / "disapproval" there is a certain concretizer of emotions. Developing the semiotic concept of emotion, I.S. Ilinskaya proposed to divide the signs into emotional and other non-emotional signs through nomination, description and metaphorical expression in language, which allows to express emotions directly and give a signal of anxiety (Mikhaleva, 2008:10). Nomination and description of emotions are purely symbolic. Another method of emotion in language is based on emotional conceptual metaphors by combining emotional phenomena and their side effects with physiological and physical symptoms (to go dark with anger, to brighten up with joy, to be hit by grief). Such a classification was supported by N.F. Yezhova, she also distinguishes between nomination, description, metaphor and sentence (Sheigal, 2000: 20). It is also worth noting the research work of L.G. Babenko on the classification of emotional lexicon by categories.

L.G. Babenko highlights the following group of words:

- 1) emotive-nominative;
- 2) emotive-nominative with added meanings;
- 3) emotional-expressive (Yuzefovich, 2005:17).

In our opinion, the classification proposed by V.I. Shakhovsky clearly explains the peculiarities of the categories of emotional vocabulary. The linguist introduces the concept of "emotive" to define emotional vocabulary, i.e. the unity of language, the main function of which is to convey emotions. According to V.I. Shakhovsky, the lexical fund of emotional units includes (Tokareva, 2001:13):

1) emotions - affectives (emotional meaning is the only lexical meaning) and connotatives (emotional semantics has the status of connotation);

2) neutral vocabulary, can be emotional in speech (potentially emotional).

Vocabulary that describes or dominates other emotions, in the opinion of the scientist, is not emotional.

Let's take a closer look at the units of emotion transmission in language and, accordingly, in text. The main group of words that allow you to directly express the emotional concerns of the speaker are emotions, the first function of which is to express their emotional nature. In addition, the emotion may or may not affect the recipient (reader). Since we are interested in the emotional-pragmatic aspect of the author's

attitude and perception, we will consider the expressive-affective side of emotions to determine what the author wants to convey to readers. Emotive serves as a hyperonym in relation to affective - "emotive", which is the only way to express a clear emotion without its name. Affects include conjunctions, obscene words, that is, words that serve only to express emotions directly and have no logical meaning. The main feature of affective vocabulary is that it does not describe the emotion more than other emotional words, it directly conveys the emotional state of the subject. In addition, the emotional meaning of such tokens is a general expression of a particular emotion, as well as a personal expression due to the growth of additional meanings in the context of the word semantics.

Other subgroups of emotions are connotatives, which are shared by the emotional meaning with the main logical meaning. Connotatives describe greater emotional awareness than affectives. These are a variety of word-generating derivatives: zoolexics, metaphors and comparisons with zoonymic components, evaluative lexemes, emotionally colored vocabulary, colloquial vocabulary, archaisms, poetics, diminutives, colorists, and more.

**Experiment.** The importance of verbal comparisons and metaphorical processes in the role of connotations in the text should be emphasized. The whole structure of the comparison serves to amplify or highlight any sign. Metaphor and comparison are two cognitive mechanisms that are closely intertwined in each other's structure. Two mental operations serve to process information and its structure. Comparison is more explicit than metaphor, and its linguistic formulas are considered to be easier to identify in the text due to a special comparative operator ("as", "like", etc.), which in turn means a metaphorical, implicit comparison. Comparison is a new associative link and can be used to create images or to reinforce existing ones. The units of comparison are not lexical units and their definitions, but images, mental concepts that unite the whole set of signs and characteristics. Comparison of concepts allows you to specify the necessary elements, giving the depth of meaning, angle, clarity of objects, connections and comparisons.

V.P. Moskvina, studying the semantic features of metaphor, distinguishes the animalistic / zoomorphic type of metaphor, where an additional subject for comparison is an animal (Karaulov, 2010:50). Zoometaphors play an important role in the linguistic realization of the category of emotionality in a fairy tale text. Zoonyms, zoolexemes, animalistic vocabulary are "lexical units that are the direct names of animals." In English, most zoolexemes can be used to describe a person's assessment characteristics and emotional state to the object of assessment. Zoometaphora is a linguistic description of a person and is based on different images. It is based on a very clear and distinctive sign that describes an animal. This sign is usually easily formed in the mind of the narrator, because he is the leader when comparing man with animal.

**Results and discussion.** To look at the types of emotional vocabulary in English in general, consider Barack Obama's pre-election speech as an example.

Barack Obama's campaign speeches are part of the pre-election discourse, that is, the political debate, the sum of all the acts of speech

used in the political debate, as well as the rules of public policy.

Barack Obama's words full of rhetorical methods, like epithets (monumental problems; powerful coalition; unyielding faith; devastating climate change; pervasive achievement gap; brutal legacy of slavery), metaphors (he stole the show; giants, whose shoulders we stand on; eyes burning; erosion of black families; shape the political landscape). Open metaphorical comparisons (make a big election about small things; like Moses, they challenged Pharaoh; until this black church seemed once more a vessel carrying the story of people) and epithets can evoke the necessary emotion and association in the listener. Another important decoration of the word is allusions (they claim that our insistence on something larger, something firmer and more honest in our public life is just a Trojan Horse for higher taxes and the abandonment of traditional values).

Analyzing the text at the syntactic level, it should be noted that the words contain anaphora, parallelism and repetition. This text makes a special rhythm (It's that American spirit - that American promise - that pushes us forward even if the path is uncertain; that binds us together in spite of our differences; that makes us fix our eye not on what is seen, but what is unseen, that better place around the bend.). Rhythm leads to a little emotional arousal. Rhetorical questions (When they start beating your friends and neighbors, how else can you simply kneel down, bow your head and ask the Lord for salvation? Are we making sure we're giving a second chance to those who have strayed and gone to prison? but want to start a new life?) is used to attract the attention of the audience, thus attracting the listener to his words, making him an active participant in the political life of the state.

The tools used can have a huge impact on the audience, helping to convince them that the candidate is a patriot and that America is fighting for prosperity.

One of the most common and effective methods found in Obama's pre-election speeches is the tricolon, which forms the trinomial that compares three important things - the form of the speech part - one of Cicero's most popular methods.

“We can't keep spending money that we don't have in a war that we shouldn't have fought. We can't keep mortgaging our children's future on a mountain of debt. We can't keep driving a wider and wider gap between the few who are rich and the rest who struggle to keep pace. It's time to turn the page.”

In addition, tetracolon (four members) is a very reliable and effective structure:

“It's not about rich versus poor; young versus old; and it is not about black versus white. It's about the past versus the future. It's about whether we settle for the same divisions and distractions.”

As you can see from this example, the structure inside the tetracolon changes, which in turn allows the audience to increase the effect of attention and achieve the necessary perception of speech.

The frequency of other types of repetition is also observed in the speeches of Barack Obama. The most common type of repetition is lexical

tamatomological repetition. Repetitions in speech are represented by the following stylistic devices: anaphora and epiphora.

Here is an example from Anaphora: “We're up against the conventional thinking ... We're up against decades of bitter partisanship that cause politicians to demonize their opponents... We're up against the idea that it's acceptable to say anything and do anything to win an election ... And this election is our chance to give the American people a reason to believe again.”

Rhetorical arguments are present in all forms of communication, but are most pronounced in public speaking. There are also many examples of repetition in Obama's argument. The argument is always made by a person called a speaker for an audience or readers. The purpose of the latter is to gain or strengthen the audience's consent to the thesis he or she wants to approve.

New rhetoric, like old rhetoric, hopes to persuade the audience to get their consent, which can be theoretical first and then practical.

Parallelism is basically a repetitive structure that implies the structural similarity of sentences expressing equal ideas, such as "embracing the burdens of our past without becoming victims of our past." Thus, parallelism can be used to create tension, thus showing a sense of equality (Tretyakova, 1998:13).

In Obama's speech, the argument is explained by the fact that he repeatedly used the indicators of repetition presented in this article.

Thus, repetition is one of the most effective means of enhancing the effect of speech, not only the most effective "pure" repetition, but also partial repetition with differences in form and content, supplemented by other rhetorical and stylistic means. As we can see from the above study, the figures of repetition in Barack Obama's speeches are varied and frequent, which, of course, gives him his rhetorical artistry and prestige.

Despite Obama's relatively short political career, his speeches are full of quotes: “There’s not a liberal America and a conservative America; there's the United States of America»; “I don’t oppose all wars. What I am opposed to is a dumb war»; “In the face of impossible odds, people who love their country can change it”; “Do we participate in a politics of cynicism or a politics of hope?»; "You know, my faith is one that admits some doubt" (see: "Respect faith, but doubt is what gets you an education"), and some phrases are taken as national motto: "Hope Action Change", "Yes We Can" ».

Thus, the study of the "famous" rhetoric of Obama, the senator and the candidate for the presidency of the United States led to the following conclusion. This politician's public speeches testify to his clear oratory style. We believe that the effectiveness of rhetoric depends on the speaker's ability to combine rational and emotional speech in his speech. Thus, Barack Obama has an effective combination of tools to influence the emotional and cognitive spheres of man, and in some cases, the perception of emotional influence replaces the analysis of concepts, ideas, logical conclusions. As a result, Obama's rhetoric is full of creative tools, emotional art, creativity, and inspiration. The aesthetic properties of speech policy ensure the active use of paremia.

As mentioned above, behind the discourse (speech) is a person with a set of cognitive relationships who choose verbal and non-verbal strategies to influence the target audience. The use of such language tools as paremia allows Obama to substantiate and support the main ideas and concepts of his rhetoric. The foundations of his political and life philosophy are illustrated in proverbs. He is also the most active in using paremia in key moments in he's political life. For example, a politician is based on the use of random and accidental paremias. It is important to note that both types of use have specific functions in rhetoric.

**Conclusion.** The emergence of traditional paremias, in the words of Barack Obama, allows us to respect the basic national principles and be a guardian of traditions. On the other hand, a creative (casual) program helps to convey new cognitive content that differs from traditional policy perceptions and views. The author's words are based on the usual ritual units, and, first of all, the antipodes made by Obama in his speech, cause disagreement, clicks, disagreements with the policy pursued by the government.

Thus, as we have seen, not all linguists have the same approach to defining emotional vocabulary. Thus, there are two main explanations for emotionality. According to the first (L.G. Babenko, E.M. Galkina-Fedoruk), the category of emotionality includes both the name of the emotion, pure emotions, and potentially emotional words. According to another position (V.I. Shakhovsky, I.V. Arnold, A.S. Ilinskaya) removes emotional words called emotions and feelings, because in their opinion, these words only mean the idea of anxiety, and not directly.

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#### **МРНТИ 811.161.1.**

*Mussanova G. A.<sup>1</sup>, Zharymbetova R.N<sup>2</sup>*  
*<sup>1,2</sup>Senior teachers of Foreign Language Department*  
*Kazakh National University named after al-Farabi*

### **TEACHING SPEAKING FOR NON-LINGUISTIC UNIVERSITY STUDENTS WITH DIFFERENT BASIC TRAINING LEVELS (BASED ON THE TEXTBOOK «NEW ENGLISH FILE» FOR BACHELORS)**

#### **Abstract**

Actual problems of modernizing the system of foreign language education, insufficient development of practical tasks of teaching speaking in foreign languages determined the need to identify ways to overcome difficulties in teaching speaking in English to the students of non-linguistic universities in a group with different basic training levels. The main objects facing the teacher of English language of the non-linguistic university are to plan, select and use useful methods of teaching speaking, which make it possible to improve the basic knowledge of the English language among students for successful communication. This article touches upon some aspects of the formation of speech competence associated with the practice of communication in English. In particular, the emphasis is on teaching speaking and understanding English in non-linguistic universities. The article is also based on the experience of teaching English language and educational-methodological support of this process on the example of using the textbook «New English File».