

Lexical Means of Expressing Expressiveness in the Speech of an English Teacher

Rakhmatova Madina Sobirovna, Vafaeva Zarina Khoshimovna

Samarkand State Institute of Foreign Languages Senior teachers of the Department of English teaching methods

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

Keywords: expressiveness of the teacher's speech behavior, lexical intensifiers, discursive markers, lexical repetitions, approximators, deictic words.

The expressiveness of the teacher's speech is one of the essential conditions for the success of speech interaction within the educational process. The allocation of linguistic means that create the emotional coloring of the utterance and the definition of their functions makes it possible to establish the features 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, more categorical assessment at the level of content and a special structural organization at the level of form [2, p. 2].

The expressiveness of the English teacher's speech carries an additional burden: it immerses students in the emotional world of another culture and gives authenticity to communication. As researchers of expressiveness note, it can be expressed by different means. At the syntactic level, expressiveness of speech is associated with the use of exclamation, imperative, subjunctive constructions, incomplete sentences, rhetorical questions, exclamations, anaphora, epiphora, inversion. At the phonetic level, expressiveness is conveyed through specific intonation structures and pronunciation modifications of sounds.

This article focuses on the lexical means of conveying expressiveness. The research material was dialogical replicas obtained by the continuous sampling method, borrowed from 69 English lessons conducted by native speakers.

As a result of the analysis, several groups of means of expressing expressiveness were identified: lexical intensifiers, amplifying phrases, approximators, lexical repetitions, discursive markers, deictic words, interjections.

One of the fixed means of expressing expressiveness in the speech of an English teacher are lexical intensifiers, amplifying adverbs, amplifying particles and amplifying pronouns, among which amplifying particles predominate - 66%, in second place – amplifying adverbs - 44%.

In the course of the study, such as *just, still, only* were noted among the amplifying particles. These particles number 77 units, which is 6.9% of the total body. Let's turn to the examples:

It's still a complete sentence.

I have one question just now.

Among the amplifying adverbs, the most popular are *quite, basically, pretty, really, totally, exactly, actually, so, particularly, specifically, completely, especially, maybe*:

You are to know basically...

Pretty expensive.

Let me be really clear

It's totally okay.

That's exactly right.

I'll probably actually finish.

The register of amplifying pronouns is limited to the use of such and what:

Such an animal!

Amplification can be carried out not only at the level of a word, but also the whole phrase. The reference book "Cambridge Grammar of English" in the list of such expressions includes *or so, or something, or anything, and so on, or whatever, kind of, sort of* [5, p. 202]. In the speech of an English teacher, such phrases can be aimed at reducing the distance between the teacher and the student by giving a touch of colloquialism.

You can kind of record.

You sort of pull it apart.

Give you three minutes or so.

Utterances containing lexical intensifiers and amplifying phrases can perform both the function of hyperbolization of the evaluative meaning of the utterance and the function of emphatic isolation.

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

Ask you to do this for a couple of minutes.

Skip a couple of lines.

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

Unravel I think you can unravel.

It, s very difficult. Very difficult.

If we eat a lot a lot a lot a lot of chocolate.

Discursive markers play a huge role in creating expressiveness. A discursive marker in English means such units of speech that do not affect the general 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 the linguistic literature, these functional units are found under various names: discursive markers, discursive particles, discursive connectives, pragmatic particles, pragmatic markers and others [3, p. 53].

R. I. Babayeva notes the following functions of discursive markers:

- "structuring" the organization of discourse, which replaces grammatical rules that are not always observed in spontaneous speech;
- emotionality of speech. This function allows you to form a certain "tone of communication";
- expression of a subjective attitude, manifested in passing assessments and comments to the main content [1, p. 6].

The analysis of the linguistic material has shown that discursive markers are a frequent phenomenon in pedagogical discourse. They accounted for 10.1% of all registered units.

Here we go.

Okay there you go.

Your questions are very similar, right?

The most typical in this case is the discursive marker *you know*, which is most often at the beginning of a sentence, while the teacher uses a short pause before continuing the statement.

This technique helps to attract the attention of students and highlight the statement from the general context:

You know I am not fully aware of.

If you have a beautiful cupcake with the beautiful, you know, decoration.

You know, partners, I keep changing them.

You know, in our previous class.

A special group of expressive lexical means consists of the so-called response tokens. These funds met in 263 dialogical units, which accounted for 23.7% of 100% of all funds.

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

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

Such lexical units indicate the activity of the teacher's position as a listener. They can be represented by one lexical unit: *fantastic, great, fine, amazing* or by the phrase: *a great idea, great letters*.

Deictic words play an important role in the expressive design of pedagogical discourse. It is customary to call deictic words that relate to their designations not directly, but in the process of communication, that is, not in language, but in speech - through a speech act. The phenomenon of deixis consists in the fact that a word correlates with its signified through an indication of a speech act [4, p. 30]. During the study, deictics were noted in the amount of 114 units, which is 10.3% of the total body of examples. Let's turn to the examples:

Keep that on your brain.

To get that clarified...

Right here.

The description of expressive lexical means in the teacher's speech would be incomplete without mentioning the role of interjections, which initially have a significant potential to convey an emotive attitude. Anglo-American pedagogical discourse, due to the widespread use of interjections by the teacher, gives the impression of being more expressive than Russian:

One, two, three, rip. Alright? So, ready? One, two, three (rip). Oh, alright, not bad for the first time.

My goodness, almost! We are getting there.

My God, boys and girls. He is absolutely right.

That's a great word! Awesome! Oh, my God.

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

This funky thing.

It's an ugly S, isn't it?

Great letters.

The metaphorical nature of the teacher's speech also gives expressiveness to pedagogical communication:

You're a star.

You are on the right track.

Now you just grasping at straws

I need your eyes.

You got some fresh air, beautiful!

Just kind of refresh your mind.

A high degree of expressiveness is achieved when lexical means are used in an ironic sense:

It will be dark before you find the answer.

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

LIST OF USED LITERATURE

1. Babaeva R. I. Inconspicuous vocabulary in German everyday discourse (pragmatic aspect) : abstract. diss. ... Doctor of Philology. M., 2008. 42 p.
2. Rozhdestvensky Yu. V. Theory of rhetoric. M., 2009. 237 p.
3. Sanzheeva L. T. The pragmatic aspect of the use of English discursive markers in colloquial speech // Bulletin of the Buryat University. Ulan-UDE. 2017. Issue. 6. pp. 53-60.
4. Uspensky B. A. Deixis and secondary semiosis in the text // Questions of linguistics. 2011. No. 2. pp. 3-30.
5. Carter R., McCarthy M. Cambridge Grammar of the English language: a comprehensive guide: Grammar and use of spoken and written English. Cambridge University Press, 2006. 937 p.