

The Issue of Using of Expressive Desire in the Process of Teaching English

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Annotation

The article is devoted to the incompletely studied problem of expressing emotions, in particular desires, grammatical means of the English language. Often emotionality of speech can complicate the process of intercultural communication due to rejection, misunderstanding or misinterpretation by interact ants manner of communication that is unusual for them.

The article is devoted to the incompletely studied problem of expressing emotions, in particular desires, grammatical means of the English language. Often emotionality of speech can complicate the process of intercultural communication due to rejection, misunderstanding or misinterpretation by interact ants manner of communication that is unusual for them. Taking into account the emotional factor, as well as knowledge of the distinctive features inherent in the expression of various types of emotions by residents of different cultures will help remove negative aspects perception of emotional speech and will provide the opportunity for the most adequate interactions.

The world is becoming different; the coverage of all spheres of social life by the processes of economic, political, cultural integration and total unification is becoming global, promoting the rapprochement of languages and cultures. Currently time, the sphere of emotions and the arsenal of means of their expression are comprehensive studied in linguo cognitive, linguoculturological, psycholinguistic, pragmatic and other aspects. Of great importance both scientifically and methodologically is the depth of knowledge of the national and cultural characteristics of the manifestation of emotions, in our case desires and means of expressing them. But the focus is

mainly on vocabulary and phraseology, as well as intonation and non-verbal means of expression emotions, while grammatical means, as a rule, have less attention, but they can also contribute to the transmission of various emotions.

This explains the relevance of the topic of this article. A comprehensive analysis of the psychological nature and structure of the linguistic expression of desire is of both theoretical and practical interest. Scientists such as G. Guillaume and E. Sapir believed that the main thing in language is cognitive function, as a result of which they did not take into account the study of the emotional component in language studies, for example, another group of scientists, including S. Bally and Van Ginneken, consider expression of emotions as the leading function of language. Jean Aitchison, professor at Oxford University, in one of his works expressed concern that linguists are afraid to touch on emotions, and very little is written about them. Currently, most linguists recognize the presence in a word emotional and rational components and agrees that the emotional choice of the speaker determines the style of speech. The result of the increasing attention of scientists to this problem was the accumulation by the global humanities of a huge store of knowledge devoted to the emotional world of man. The consequence of this was the inclusion emotions into the structure of consciousness and thinking, since they is directly related to cognitive processes and mental style. It established that emotions are interconnected with knowledge, so the qualitative level of change in knowledge and thoughts entails a corresponding change in a person's emotional background.

As a rule, emotions are universal and recognizable in all cultures, since culture are directly reflected to language, and emotions are one from the constituent parts of the culture of any people - and are verbalized in its language. Commonly accepted standards for expressing emotions vary from culture to culture. The same emotion in different linguistic individuals can be expressed differently, determined by many factors, and not always linguistic, for example, background communication. A. Heller notes that emotions are always cognitive and situational, and, as consequence, the choice of linguistic means of their expression is situational.

Each language has its own original means and various ways of conveying the emotional component of the process of information exchange, regarding its not only quantitative, but also qualitative aspect. Moreover, English is more rational than emotional, as it has a limited range of linguistic means of expression emotions. This is due to their low demand, since emotional restraint is a key feature of English communication culture.

Many researchers have dealt with the problem of emotions in English culture.

Among them are T.V. Larina, A. Wierzbicka and others, who revealed the fact that open expression of emotions is not welcome in English culture. For English, the main features of decent behavior are considered to be restraint and self-control. This is probably why the process of expressing emotions in English is mainly of an implicit nature, which is not always possible to feel representatives of another linguistic culture, especially those for whom openness to the expression of emotions, on the contrary, is one of the fundamental cultural traditions. When learning English, it is necessary to take into account that modern the content of its teaching is aimed not only at familiarizing students with methods of verbal communication, but also at understanding the culture of the people speaking the language the language being studied, mastering the national and cultural specifics of speech behavior in English-speaking countries. At the same time, language training for schoolchildren is necessary carry out through a dialogue of one's national culture with the culture of another people.

In this regard, sociolinguistic knowledge becomes relevant, in our case - ways of emotional expression of desire. In English discourse to implicit tools for conveying emotional information is attributed mostly to grammatical means, among which we should especially highlight the use of modal verbs and expressions,

Deviations from traditional grammatical norms, non-compliance with the established word order, etc. In this article we consider the grammatical means of expressing desire in English.

The verb to want is one of the simplest ways to express wishes in English. I want a piece of pie. When we want to get someone to do something for us, we use the to want somebody constructs (something) doing / to do something. — He wants his laptop to be fixed next week. If we really want something, we can use words like: badly, really, desperately, truly / genuinely. - I really want them to come to see me.

It is interesting to use the verb to want in fixed expressions: The last thing I want..., If you want..., I just / only want..., All I want... etc. Using a verb to prefer you can express preferences: I prefer peach juice with pulp. Modality serves to express different types of relation of an utterance to reality and contributes to a variety of types of subjective assessment of the reported information. The modal verb would express the same meanings, as the modal verb will, since it originally represented the past tense form of the latter. However, unlike the verb will, the modal verb would in the affirmative and negative forms in combination with a simple infinitive expresses the meaning strong desire / unwillingness, and in the affirmative form the predicate with the modal verb would refers to the present tense, and in the negative Form - to the past. When translated into Russian, the modality of desirability, expressed by the verb would, can be conveyed using the verbs “want”, “desire”, and in negative meaning also in combination with the adverbs “no way”, “no way”.

In relation to inanimate objects, the verb would express resistance to human efforts, a strong desire to refuse to perform an action. For example, I tried to close the tab but it wouldn't. Polite requests can also be expressed with the modal verb would.

For example, to express a more polite form in the present tense: I would like to hear you. It can also be expressed in fixed phrases with the modal verb would you like (+ infinitive) “would you like.” - Would you like a steak? - Widely used in English.

Would care instead of the verb want in the present tense is used only in negative and interrogative sentences. – Would do you like to read my notes?;

There are quite a lot of constructions with the verb would. For example, if it is necessary to make a comparison, then the formula would rather ... than is used:

I'd rather go to London than stay at home the whole summer. When contrasting one preference with another, the combination would prefer ... than: I'd prefer to have lunch in the next café is used. In addition, answer the question: Do you want to go to the circus? Appropriately using the phrase I'd rather not - I don't really want.

In the case of using I wish, the statements have an emotional meaning more neutral character. In addition, the most common ways of conveying regret include the construction I wish... somebody would..., which used to express dissatisfaction with a situation. Speaking as if criticizes what is happening, or expresses dissatisfaction, regret, impatience and irritation that they don't do something that the speaker insists on, or do something that the speaker does not approve of. - I wish she would buy a new coat. Also this one the construction can express despair, the speaker's acute desire for the event that happened. I wish she'd fell silent. I wish the weather would be fine! As you know, the English language tends to adhere a strict order words, which in some cases may be violated. This is used when the need to express all kinds of emotional states, relationships and ratings. For example, adverbs of manner are usually placed after the verb or object. However, it can also be placed between the subject and verbal predicate, under these conditions it will determine the emotional the state of the subject, in other words, the adverb will characterize not so much the action of the subject as the subject himself and his state.

Thus, it should be said that close attention must be paid to the study of all non-traditional

grammatical phenomena, because the English language is characterized by a clear structure of sentences, and any deviations from the norm are not accidental. They contain additional information background, signaling that the sentences contain some kind of hidden subtext, usually emotional. The process of assimilation and use of grammatical structures for expressing desire in speech, both oral and written, causes difficulties that are determined, as a rule, by the difference in the grammatical structure of the native and languages being studied. Choosing effective teaching methods taking into account difficulties will provide an opportunity to build a productive communication process. The main factor ensuring the success of foreign language learning speech activity, are exercises that simulate the activity of formation, development and improvement of speech skills and abilities.

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