SPECIFIC FEATURES OF EMOTIONAL SENTENCES IN ENGLISH AND UZBEK LANGUAGES

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ANNOTATION

This article touches upon analyzing specific features of emotional sentences in English and Uzbek languages. In this article , after studying the researches of scientists, the author divided emotional sentences into the following types and analyzed them: declarative, interrogative and command sentences spoken with emotion; degree phrases exclamatives; exclamatory sentences made with interrogative words; exclamation words and elliptical sentences.

Keywords: emotions, emotional sentences, declarative sentences,, interrogative sentences, exclamatory sentences.

It is known that recently in a number of disciplines, for example, psychology, philosophy, cultural studies, sociology, etc., there is a growing interest in the study of emotions, including the demand for its study in linguistics. Emotions are one of the forms of reflection of reality. They are an integral part of human life and play an important role in people's lives. In the process of knowing the events, we respond to them, we show our attitude in different emotions, which is definitely expressed in language [1; 12-14].

Thus, emotions are a complex product of human spiritual and cognitive activity. Studying the methods of their reflection in the language and reflecting the ideas of positivity and negativity of emotions accepted in this language society is of particular importance from the point of view of further development of linguistic methods for studying emotions. Human emotions are mainly reflected in the process of communication, for example, in dialogic speech. It is worth noting that studying the nature of emotions is important not only for a person himself, but also for a deeper feeling and understanding of others [2; 21-23].

By evaluating the behavior of all participants in the dialogue, we can learn what they want to say and what they want through the feelings and reactions of our interlocutors. Starting communication, we try to achieve certain goals by choosing emotionally diverse linguistic tools that have not only lexical, but also syntactic properties. Thus, the study of emotions is very interesting from the point of view of the addressee. However, the feelings of the interlocutor himself, the initiator of communication, are not insignificant. They can verbally or non-verbally confirm the speaker's wishes [5; 32-35].

The listener also tries to understand the feelings of the interlocutor, "read", interpret from different points of view, for example, whether the speaker's speech is true or false, conflicting or non-conflicting, attention-grabbing or opposite, etc. In other words, emotions matter from the receiver's point of view.

Communication is primarily an exchange of feelings, while emotions can serve as a stimulus to start, stop, or stop communication.

Accordingly, "emotional learning" is also very important from the point of view of pragmatics, for example, conflicts, conducting a dialogue without conflicts or the influence of the interlocutor on the audience [2; 24-26].

Since the emotional effect in speech is in the lexical and syntactic means of any language, the rapidly developing text linguistics and pragmalinguistics require the study of specific features of dialogic speech, including patterns.

Emotive statements refer to the speaker's sudden or deliberate emotional response to a situation: a. The way he looks at me! b. What a big house you have! c. He has come! Many linguists have worked on this topic in world linguistics. For example: in English Elliot (1971,1974), Grimshaw (1979) and Rhett (2008); In German, Fries (1988) and Brandner (2010); Mandarin in French (2008); In Italian, Portner and Zanuttini (2003) et al. The researches of these scientists serve as a foundation for work on the topic of "emotional speech" in the world. During the research, we found out that although a lot of scientific research has been conducted, this topic has not yet come to an end. I can give two examples of this: The first and main one is the term emotion. A. Moutaouakil points out that: "There is no unanimous explanation of emotional sentences in traditional grammar." Another linguist, J. Searle, says that feelings and emotions have not been studied by linking sentences to speech acts. According to him, emotional expressions are not an internal possibility of one language, but a topic that can be resolved between the languages of the whole world.

The second reason is the abundance of theories. As Oda said, there is currently no single general theory on the topic of emotion, because each author is making a proposal with his own theory. As a result, according to Potsdam, it remains a less important topic of linguistics [6; 31-34].

In this work, after studying the researches of scientists, the author divided emotional sentences into the following types and analyzed them: 1. Declarative, interrogative and command sentences spoken with emotion; 2. Degree phrases exclamatives 3. Exclamatory sentences made with Wh (interrogative words); 4. Exclamation words; 5. Elliptical sentences [7; 25-28].

As we mentioned above, any sentence, be it indicative, interrogative, or command, is said to be related to the emotion-excitement category. The linguist Dale Eugene Elliott, who was one of the first to conduct research on the topic of emotional sentences, wrote several books on this topic. According to Jespersen, who emphasized that emotional sentences should be studied as a separate type of sentence, sentences can be classified in two ways: conceptual and syntactic (notional, syntactic). But this classification should not be related to each other. For example: There is a snake in the icebox.

You can observe many emotional expressions of this kind in the Uzbek language: Why is it so difficult to find time for a ten-fifteen-minute conversation! (J. Abdullakhanov) [1; 45-47].

Interrogative sentences can contain emotions. In such words, a question mark is placed first and then an exclamation mark: My child, my dear child, take care of yourself... OK, my dear child, understand?! (A. Qadiri) The next type of emotional sentence is level-emotional sentences that have the form of a sentence. (degree phrase exclamatives or DPs) this type is also divided into two groups: 1. The things he says! 2. How beautiful the novel is [1; 34-36].

The first sentence is an emotional sentence with a noun phrase following a relative clause, and the second type is an emotional sentence consisting of an adjective phrase beginning with wh (question word). The term DP was first used by the Spanish linguist Gutiérrez-Rexach in the

form of degree relatives. In his work, he evaluated the semantics of degree ratios as a type of some cuts. Es increíble lo bonita que es la novela [6; 14-17].

He called this type of speech "emotional speech that shows surprise." Another linguist, Portner and Zanuttini, called these types of sentences noun-emotional sentences and included wh-emotional sentences. Some linguists consider that the characteristic of a sentence is its intonation, while others say that intonation is a simple appearance in a sentence, and that morphemes give the meaning of the sentence. If we consider the pragmatics of DP emotion sentences, we can see that intonation plays a big role. Based on intonation, we observe DPs in two cases.

The first case is, say, a speaker who has suffered from a situation or event tells a person who is completely unaware of the event that he cannot imagine the situation. The phrases you have no idea, you don't realize or you can't imagine can be used: The things he says! You don't know/don't realize/can't imagine the things he says. The second case is the level where the speaker expresses his emotion through emotional speech and wants to involve the listener. Unlike the first case, the speaker does not provide new information.

For example: What we have to bear! It's incredible what we have to bear. It's incredible that we have to bear what we bear.

If we analyze the first case, the speaker is giving new information. Therefore, we can say that such statements can be answers to certain questions. For example: - How did the meeting with your supervisor go? - The things he said to me! Or it can be answered like this: - How did the meeting with your supervisor go? - You can't imagine the things he said to me. By this, we can understand that the leader told the speaker something unexpected, strange, very bad or very good [4; 29-33].

As we mentioned above, these sentimental statements cannot be the answer to all questions. Because it is not the interlocutor, but the emotion floating in his brain that forces the speaker to say such emotional words. - What things does he say? - The things he says! - How tall is Pau? - The tall he is! - What things does he say? - You don't know the things he says. - How tall is Pau? - You don't know how tall he is. All three of the above statements are not considered appropriate answers to the question. Why this is so will be the subject of future scientific research. The next type of feeling-emotional sentences is wh-emotional sentences, and this type is also used a lot in Uzbek and English languages.

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