



Methods of Depicting Negative Emotions in Literary Texts

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Abstract: This article refers to analyze the role of emotions and their features in literary texts and especially negative emotions like anger, furious, hate and etc. In addition, it compares and systemizes means of verbal realization of negative emotions in the modern communicative world of the English and Uzbek languages, as well as identifies the most effective means of expressing this kind of emotions in both languages. The conducted research allows also the author to state that national stereotypes of communication and their verbalization presented as national language formulae facilitate the process of communication and make it more effective.

Key words: negative emotions, literature, deflated words, abusive words, emotional.

Emotions play three important roles in cognitive development: first, they help building academic constructs in the brain and pave the ground for symbolic thought processes. Second, emotions are involved in making sense and meaning from the symbols constructed in the child's environment. Third, emotional development is shaped in the sociocultural environment of the young child (Hirsh, 2009). Therefore, the cognitive processing of a situation determines the emotional experience on the one hand, and it may influence cognitive processing on the other (Kneepkens and Zwaan, 1994).

Regarding literary texts, emotions play two important roles: their first function is their selective role which precedes cognitive processes by focusing the readers' attention on specific types of information to the exclusion of other types of information that are more relevant to the reader's original goal. There seems to be a relation between the amount of attention and interest. As a result, attention given to interesting information requires fewer resources than attention given to uninteresting information (Kneepkens & Zwaan, 1994). In this sense, some researchers (e. g. Roseman, 1991) have found out that the attention given to interesting texts requires fewer cognitive resources than the one given to uninteresting information [4. p 170]. Wade et al. (1994) also observed that subjects spend much time and effort on reading the important but uninteresting information. By contrast, attention given to the unimportant, interesting information was given without effort [3.p 134]. Likewise, Ainley, Hillman & Hidi using interactive computer techniques, investigated the role of interest in reading literary texts. They found that gender was the factor most closely associated with topic interest and text titles played important roles in triggering students' interest. Furthermore, it was revealed that there was not any relationship between topic interest and individual interest in literature. In this regard, Mar, et al. also believe that affect and mood can affect the book that people choose and while reading the narrative itself, it arouses and changes emotions either through the events and characters depicted in the narrative or through triggering the "emotionally valenced memories" [1. p 1]. The second function of emotions while reading literary texts is that emotions experienced while reading may play important role in cognitive processes through "[2. p 323].

More to the point, the readers' mood can be a determining factor in understanding a text. It has been argued that people are always in a certain mood. Hence, this causes people remember events of the story that are consistent with their mood while reading. For instance, happy readers remember happy events while sad readers remember sad events [3. p 135]. Generally speaking, three particular aspects of literary reading have been subject to the work of feeling the first of which is the response to foregrounding. In this relation, as Miall & Kuiken (1994) showed in a range of studies with short stories, foregrounding arouses more feelings in readers. The second aspect of literary reading which has been studied is the experience of being transported during reading which refers to the ability of a literary text to attract and hold one's attention. In this respect, Laszlo (1999) asked participants to underline all the adjectives in a literary text, but they did not manage to do so since once they started reading the text, the text attracted all their attention. The third investigated aspect of literary reading is the participants' empathic response to characters in fiction. In this relation, Miall (2008, p.388) states that in the terms of Prinz's (2004) levels of emotion, includes both the bodily and experiential aspects of the character's feelings together with those prototypical aspects that situate the feeling for us as the product and outcome of natural and cultural laws. To empathize in this sense is both to simulate the experience of the character at that moment and to realize her as an example of the laws of feeling

In modern society, ethnic, political, economic tension, manifested in the relationship of power and individual people, in relations between different peoples, in interpersonal relations of individuals. This tension is reflected in the hypertrophied manifestation of human emotions, increasingly negative. In conflict situations, these emotions are verbalized and are implemented in a peculiar way in modern communication space. The foregoing justifies the relevance undertaken research, aimed at identifying and study of the features of representation emotions and their evaluation. The study of verbalization emotions dealt with such scientists like A. Vezhbetskaya, V.I. Zelvis, Yu.A. Sorokin, I.A. Sternin and V.I Shakhovsky. In particular, A. Vezhbetskaya studied the nomination "anger", "regret" and other emotions on the material German, Russian, Polish and English [6], other researchers considered these issues on the basis of the Russian language. As emphasized by V.I. Shakhovsky, "modern science has enough amount of knowledge, and discursive practice confirms that man is not only Homo sapiens, but also Homo sentins, since many his actions are driven by emotions [12, p. 7]. Some researchers claim that the idea was originally presented in the form of an emotional image, which is probably in process of thought generation actualizes its emotional and evaluative component (A. Binet, G. Brown, K. Izard, V.I. Shakhovsky). Where verbal communication always accompanies emotional communication they appear in unity. Note that each linguistic culture, definitely is unique and original.

This uniqueness finds expression when representing emotions. Specifically presented originality or uniqueness predetermines choice of language contacts, method of corresponding opposition or opposition these contacts, because behind this choice hidden verbal-discursive prototypes that do not match in different linguistic and cultural communities. They cause the usual variability verbal and non-verbal behavior, its conflict potential, since the variants of the prototypes serve filter through which they pass motives, affective-emotive and cognitive settings, installations [10, p. 16]. Prototypes are opposed to new manifestations of verbalization of emotions, which are still properly not studied. The purpose of the study is to consider means of verbalizing negative emotions in modern communication space and literature of English and Uzbek languages, clarify some new trends in this process.

Subject - reduced vocabulary, phraseological units, euphemisms, curses, interjections with negative connotations. Psychologists say that emotions are practically not expressed in some highlighted form: they are implemented, as a rule, in the aggregate, for example, emotions of anger - dissatisfaction, irritation, indignation, hatred, fury, frenzy. A specific sign of systemic when categorizing emotions is their ambivalence - so, love and hate can take over a person at the same time, which is confirmed a huge number of examples. This phenomenon is poeticized in literary texts, for example, in case expression - one step from love to hate (uz. Muhabbat va nafrat ortasi bir qadam). Polarity ratios of emotions by type ratings (positive / negative) reflected in the lexical

system language as in the sphere of nomination of emotions (love / hate 'muhabbat / nafrat'), and in the sphere of their expression (wonderful / terrible 'ajoyib/daxshatli'). As you know, with the help of language means a person can not only describe, name and express emotions, but also hide them, imitate, simulate, etc. Emotions can measure by intensity, strength, duration, sincerity, etc., which expressed by lexical, derivational, grammatical and phonetic language means. Note that the sphere of consciousness, overwhelmed by emotions, quantitatively expressed in three dimensions: pleasure, displeasure relaxation - tension, rest-excitement. These options I.V Shakhovskii calls the axes, on which represent the emotional human experience [12]. Problems related to human emotions, long attracted attention of researchers, in science developed numerous concepts in which emotions are seen as multidimensional phenomenon. It is known that since ancient times, people have formulated verbal formulas, word complexes, allowing the speaker to get rid of from energy stress, "reset" emotions, especially negative ones.

According to the researchers, the energy necessary for instinctive actions, constantly accumulates in the nerve centers, and when it accumulates enough of this energy, an "explosion" may occur, even in the absence of an irritant [10]. Predicting possible direction of negative emotions, K. Lorenz uses the concept "reorientation" of aggression (term N. Tinbergen), believing that such actions, like breaking dishes, waving hands, damage to furniture is a unique way to change direction or orientation of aggression known mankind since ancient times [10, p. 11]. In linguistics, there is an opinion that the manifestation of emotions reflects a peculiar person's thinking style and his speeches.

Today no one doubts that human aggression is a global phenomenon. Seems, there is no longer a society in which, in some no aggression would be shown, however, its manifestation, as researchers note, and intercultural difference is primarily expressed in the possibility of its implementation. As convincingly demonstrated Z. Freud, a person cannot time to restrain aggression, irritation, hatred, fury, frenzy keeping them under control.

Realizing danger of aggression, every society seeks to guide her to safety channel and produces special funds, plans appropriate measures. Experimental it is proved that the psyche, consciousness, thinking and speech are closely related, and in every language has emotive signs, through which it is verbalized i.e. reflected and expressed, emotional human relation to the environment and to yourself. In modern science, the term "emotional intellect", i.e. the ability a person to manage their emotions in speech behavior in each specific situation.

Among effective language funds allocate the use of reduced vocabulary and phraseological units, euphemisms, curses, interjections negative connotation, invectives, emotionally intensifying adverbs, adjectives.

According to E.B. Grishanina, "to the composition semantic field reduced vocabulary as one of its components include swear words. They are characterized by a special expression, emotiveness, intensity, always a negative assessment and, in a number of cases, vivid imagery ...swearing vocabulary is primarily associated with oral form of speech, which allows express negative emotions assessment of reality and show a negative attitude towards her speaker" [7, p. 18].

Vulgarisms can be seen as elements expressive vernacular at the angle of their ethical and stylistic decrease, although this decrease is qualitatively different from other non-standard layer. Curses are very effective forms of withdrawal of emotional voltage is a special case expression, phraseologism, pemia, filled only pragmatic information, means of neutralizing negative emotions and sometimes their offspring. All emotions are discursive often used to express them discursive words or expressions [12]. So the curse has status discursive expression, for example English Bad scan to you! "Senga la'nat bolsin", Fie on your vile tongue, "Tilling kesilgur", The hell with him! "Do'zohda yongur" etc. However, in modern English and Uzbek speech language units of this type are used less and less supplanted invectives, (in Uzbek language), rough vocabulary, which is reflected in the speech of the younger generation and is slang. Currently created many specialized dictionaries emotional (obscene) vocabulary, some explanatory dictionaries also contain invectives; artistic literature, theater, television lifted the taboo verbal aggression as a way of self-expression personalities. According to V.I. Zelvis, invective is a deliberately gross violation social prohibitions

caused the need to relieve psychological voltage. Can look for other ways to get out of the negative energy, but verbalization aggressive emotions, no doubt persist in society, although perhaps and will take other forms [9]. Unfortunately, wishes of V.I. Zelvis are not implemented, other more positive ways to release negative energy not found. Note that emotive with negative evaluative semantics recorded in dictionaries of different languages more than with put. Taboos are usually received in speech as synonyms-euphemisms. Well-known everyday euphemisms as substitutes taboo gradually get vulgar connotation, i.e. degrade. By semantic structure of household euphemisms and pseudo-euphemisms represent the use words and expressions in a figurative sense on the basis of similarity, analogy, as a result content associations and are used to cover the indiscreet thoughts, intentions and phenomena life. With semantic devastation taboos only function colloquial and not related to the literary standard due to the lack stylistically neutral synonyms-euphemisms [11, p. 16].

Modern language taboo (i.e. taboo in terms of expression) is closely related with obscenities (in Uzbek) and the like phenomenon in English speech. Obscene expressions are expressions qualifying as negative to be avoided, in some cases, they can be replaced by softer statements that describe reality indirect way. Thus, language taboo in modern English and Russian languages are actually obscene expressions whose vulgarity has original character, and it is they often euphemized. So, the taboo imposed on the mat became reasons for using euphemisms.

Row: taboo - checkmate - breaks euphemism impossible, because these phenomena are interconnected. Of course, about euphemisms we can only speak when the words they replace are parallel exist in the minds of the speakers given language. Sometimes due to frequent use of euphemisms the latter take on the role synonym of the replaced word and lose softening power. As a result, the euphemism is identified with the expression which is taboo. From this it follows that the status of euphemism is not permanent.

How appears to be limited inventory multifunctional taboo expressions representing a communicative cliché of a special type - equivalents of interjections, serves as an index of vulgar language personality. Thus, verbal behavior is, without a doubt, conscious and unconscious system of actions that reveal character and image of a person, and mental stereotypes are certain attitudes and habitual reactions that acquire linguistic and non-linguistic forms and characterize linguistic personality. If stereotypes dominate, they characterize the language collective, or everything linguistic-cultural community. Despite, that there is compelling evidence that a person cannot for a long time to restrain aggression, irritation, anger, rage, fury, i.e. keep them under control, developed in modern science a certain term - "emotional intellect".

To sum up, the human capacity manages emotions in every specific typical situation. In modern linguistic culture of Uzbek and English can be observed formation of vulgar language personality that loses positive signs of communicative emotional competencies. Maybe, national stereotypes of communicative behavior with the involvement in the speech of the relevant national language formulas for educating people with a new "emotional intelligence". Studying this question and constitutes the perspective further research. As the review of literature indicates, the majority of the studies have made their attempts to account for changes in feelings while reading literary texts; furthermore, these studies merely emphasize the important role that feelings play in cognitive processing.

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