

Contemporary Methods of Acquiring Emotional-expressive Language Means while Learning Russian as a Foreign Language

(On the example of Turkish students learning Russian language)

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Abstract

Every foreign language teacher is aware of one of the problems for students learning nonnative language is the acquisition of emotional – expressive language means. The ability to understand the emotional tints of the nonnative speaker and to express adequately emotional state by the means of the acquiring language serve as indicators of the language acquisition on communicative level. The problem of understanding and expressing emotions gets complicated when the speech is performed in the written form, because it lacks such means as intonation, paralinguistics and other nonverbal means essential for the oral speech. Of course, the right understanding of the foreign language depends on the knowledge of cultural national background of the nation possessing the learned language and the word is the basic element here. The word expresses the emotional statement of the speaker, forms emotional background understood by all the language possessors. Word is the essential foreign language unit, apt to be acquired while learning a foreign language. With the help of the word we try to systemize the ability of the language to express speaker's emotional statement.

Key Words: Emotional – Expressive Language; Communicative Level, Emotional Statement.

Russian language is currently studied by representatives of many nationalities the language of whose greatly differs from Russian. For example: the use of Russian language in Turkey for the past 10 years is becoming an essential condition of success in trade, tourism and other life spheres of state government and society.

What should be the order of acquiring Russian language by a foreign student? Authenticity (exposure of students to the alive actual language of the real world: simple talks/conversations in the family, at work, in transportation; TV programs-talk shows radio programs, etc) and orientation on a student's personal motivation are "new approaches towards learning".

Nowadays students are taught the language in "scripts" i.e. depending on the context. Peoples' interaction in the society is conveyed on the language level in the form of utterances. Language utterances are verbal (by words), paraverbal (intonation, rhythm, and pause) and nonverbal (gestures, mimics, facial expressions, body movements). Such kind of teaching contributes to a successful communication.

Phonetics is paid a particular attention at the beginning stage of Russian language teaching. Stress, intonation constructions and its use take a significant place. Textbooks concerning the beginning stage of teaching are limited only by four intonation constructions leaving emotionally-loaded ones for the following stages. IC-5, IC-6 and IC-7 are considered to express emotions towards the speech object and not the information. However it is not accepted in Russia to hide emotions, to the contrary they are even intensified and a foreigner should distinguish by the intonation phrases uttered with irony, compassion, threat, praise, ignorance, etc. A foreign language teacher knows that one of students' problems in learning a nonnative language is acquiring emotional-expressive language means. Understanding the tints of speaker's emotions and the ability to express your emotional state adequately by learned language means can serve as indicators of possessing this language on the sufficient communicative level. The problem of expressing emotions gets much complicated in written speech because of the lack of intonation and other means without which emotional state expression in oral form is practically impossible. But punctuation marks: dots, hyphen, exclamation mark, a question and exclamation marks together can

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serve as indicators of emotions, language also has pitches of voice-high, low, equal, interrogative and rising. Owing to pitches oral speech gains melodic tunes and exposes powerful emotional influence.

An instructor should describe the peculiarities of gesturing and miming in the environment of the learned language. For example, in Russian speech etiquette it is recommended to restrain yourself from too vivid miming and gestures, as they may have different meanings in different language cultures.

Intonation is the most complicated thing to be grasped by foreigners. It is difficult, for instance, to grasp a joke or irony, or express different tints of surprise, irritation, disgust, trust, suspicion, etc. often revealed only by intonation. Different types of uttering intonation are motive (inducement), question, exclamation, narration. Intonation can be divertive while pronouncing the same phrase, but it should convey the author's thought exactly. The question

“Which city is the most beautiful in Turkey?” may have different replies: “the most beautiful city of Turkey is Istanbul”, “City Istanbul” or simply “Istanbul”. Meaningful completion of each response is determined by the fact that they all will be decorated by the appropriate intonation. Connection between intonation and meaning is one of the important factors of communication.

Intonation of Oriental culture greatly differs from the Russian. It is more restricted. For instance, Russians use polite intonations in relations with unfamiliar people or elderly (not to all, of course) occupying a high position in society. In other cases (at the family, with friends, with colleagues) they stick to equal pitches.

Learning Russian language on the pronunciation level consists of attaining the rhythm and intonation typical for Russian speech. So, sentences are divided into several ICs. The determination of key-words of IC depends on the communicative situation.

IC-1 is used in narrative (positive) sentences to denote the intonation of action accomplishment. For example: Это Антон. Это он. Это мой друг.

IC-2 is used in interrogative sentences with a question word. For example: Что это? Где университет? Куда пойти вечером?

IC-3 is used in interrogative sentences without a question word. The centre of IC-3 is situated on the sentence word distinguished by the author's desire. For example: Вы ездили за город? Это вам интересно? Вы говорите по-русски? Это ваш дом? Уже восемь часов вечера? IC-3 sentences require a great attention. It is not by chance that both Eastern and Western foreigners don't understand a question at all. They can hardly distinguish it from simple information.

IC-4 is used in questions like: Я читал эту книгу, а вы? Мне двадцать лет, а вам? Мы уже обедали, а вы? Conjunction “and” equals to Russian “а” and confuses a foreigner. For example: Как дела-а? with a slight soft pitch pushes to a familiar answer rather than formal. Majority of emotional tints makes acquiring IC-4 rather difficult.

IC-5 is used in exclamations starting with question words: какой, как. Centre here is always fallen on the question words. For example: Какой большой у вас дом! Как хорошо здесь! Какая вы красивая! Какой замечательный город Батуми! Какая хорошая погода! Pitch rises on the first word and falls down on the last one.

In IC-6 the pitch is raised on the stressed word and is kept until the end of the phrase. These intonations are difficult for Oriental learners. They are used for re-questioning. For example: Что вы сказали? Кого позвать? Куда-куда? Что-что? Wrong intonation may lead to the perception of a question as distrust, dissatisfaction, confusion, surprise or anxiety.

IC-7 expresses irony and is quite characteristic for Russian oral speech. For example: Да какой он врач! Где там отдохнули! Question words are the centre and serve to the perception of ironical, controversial meaning.

While teaching ICs we consider intonation samples on audio and video materials, where phrase content is being gradually increased.

The right (adequate) understanding of the language depends on acquiring the culture of the people possessing this language and word is the basic element here. Emotions are revealed in a word in the form of its emotional meaning.

V. A. Sukhomlinsky points out: “Word is the most subtle touch to the heart; you can kill and revive by a word, stab, seed confusion and hopelessness. Increase suspect and turn into sadness, create a smile and heal distrust. Inspire to labor and lead to the celebration of spirits.”

Thus, emotions fall into two categories-positive and negative. Words can be used with positive evaluation (Ex: хороший “Good”) and with negative evaluation (Ex: Хорош, нечего сказать, хорош мальчик! “You are good, yah, no words!”). Speech practice indicates a lot of examples when we use the same word to nominate different various feelings. The same way, the same emotion can be denoted by different words both in Russian and Turkish languages. For example: let’s use synonyms: fabulous-fevkalade, güzel, şahane; charming-büyüleyici; marvelous-mükemmel; magnificent-görkemli; Ex: fabulous voice, It was a fabulous evening, or: misery, misfortune, sorrow.

Each natural language reflects the world language picture. For example: the means of the realization of human relations. A human possesses “cherishing applies” while interacting. Everything depends on the intonation he/she utters them. For example: дорогой, милая, родной are used while even applying to people who we know less. The word “родной“doesn’t indicate relative relations, but shows maximum level of understanding and merging of souls. Applies like: дед, дедуля, бабуля, папаша, мамаша, etc are hardly ever found in other languages. Russian “Дорогой” is used in less formal situations than Turkish- Değerli used in official applies (like “Respectful”) But Russian “дедушка(grandfather)” and “бабушка(grandmother)” are used in Turkish language too to apply to a grandfather and father (baba-father, daddy), Russian “папочка“.. Such way of addressing arranges you positively in relation with a speaker from the beginning.

The situation becomes rather awkward and may lead to a serious disagreement and anger if one of the speakers mixes people or names while meeting (it is typical for foreigners who are not used to Russian names and patronymics). Interjections (words like “fortunately”, “happily”, “gladly”, “pleasurably”, “unfortunately”, “surprisingly”, etc) color emotional tints of a speaker expressing feelings.

Only lexical material selection is not enough for expressing thoughts and emotions. It is inevitable to arrange a distinct precise connection between words, word combinations. For example: motive-based sentences can sometimes express threat or laughter at someone. Emotiveness in Russian language is distinguished by an exclamation mark (in written form) or sometimes with a question mark as well. Ex: Ах, вы забыли! Аа, unuttunuz mu!Ах, вы забыли!? Demek unuttunuz!?

Interesting results are given by analyzing compliments. It is an emotional utterance (pleasant polite words, flattering comments) which, as a rule, exposes emotions of gaiety, ovation, admiration, and pride to the addressee. When we pay a speaker compliments we try to gain his/her trust, to agree with what he/she is saying, etc. The main purpose is to improve the addressee’s emotional state. Language means of expressing emotions of the act of a compliment are emotive nouns and adjectives, interjections, phrasal words, etc: прекрасно,хорошо,очень хорошо, Я люблю тебя!;Ты мне нравишься!;Вы очень привлекательны!;Вы сегодня восхитительны!;Вы прекрасно выглядите!;Вам очень идёт этот цвет!;»Какая красивая шляпа!;»Прекрасно!;»Неплохо!;»Молодец!;»Вы прекрасная хозяйка! They, as a rule, express positive emotions, but in some cases compliments are full of irony, anger close to the insult. Ambiguous compliments: Видок --- отобрать и бросить! Ну ,сегодня ты постаралась! aim to humiliate, bite or express even hatred. Here, emotions possess a negative connotation.

Emotionality is also expressed by phrasal units having different tints of positive and negative character: (мастер на все руки-what a skillful master! золотые руки-gold hands; как собака на сене-a dog on the hay pile; сидеть на двух стульях-to occupy two chairs; зимой снега не допросишься-won’t give snow in winter), with the names of animals (волк, выдра, корова, медведь, собака), with irony (изобретать велосипед to invent a bicycle). Russian language uses

widely the names of animals to evaluate characteristic qualities of people. Words like a wolf, cow, bear, dog, goat, etc have deep emotional meanings. Phrasal units are tightly connected with proverbs having national specific meaning. For instance the proverb “one hand washes the other” which is widespread in the East, in difference to its Russian analogy, tells us about the importance of friendly help and doesn’t contain the elements of sarcasm or judgment. The vast majority of proverbs are filled with positive emotions providing a human being with joy and deep emotional excitement.

Russian language has a lot of words which are “close to the soul”. They are not generally translatable possessing a lot of suffixes to turn them into “cherishing words”. Most of Russian names are of this kind (Мария, Маша, Машенька, Машуня).

Each language understands the surrounding world individually and in the unique way. The lack (or nonexistence) of words is connected with the ignorance of the items or concepts either in Russian or Turkish languages. Different people can not think with the same notions. For example: the word “горько!” (Bitter!-generally used in the wedding meaning “kiss!”) causes the association of the wedding in Russians, but Turkish perceive it literally.

Emotions are also conveyed by interjections not indicating their being positive or negative. For instance “Oh, ah, eh, uh- Ой, ай, ох, ах,) may mean pleasure and/or pain depending on the context. Interjections are believed to be international. For example if you step someone on the foot he/she will utter “ах“or “ой“either being Russian or Turkish. Spelling varies from a language to language, but phonetic structure is a bit or less the same. Interjections “Караул! Айда!” were transferred to Russian from Turkish. Slang includes a lot of number of interjections expressing colorful emotions. Popular programs dedicated to the show-business world reveal vivid examples of youth slang interjections (wow, gee, yah).

Russian and Turkish languages represent different culture and manly it is impossible to identify homogenous adequacy between emotions. The most difficult is the translation with a high emotional-esthetic load (poems). The intensity of emotions is considerably decreased while translating. Sometimes translators diminish emotional components orienting on the basic goal of interpreting the main essence of an utterance. Turkish translated works (while being translated form Russian) contain softness, warmth and restriction characteristic to Oriental people. Ex: The episode from the play by A. P. Chekhov “Cherry garden”:

Varya (to Yasha): Your mother arrived from the village and has been sitting in the lobby since yesterday, wants to see you.....

Yasha: Let her go with God!

Varya: How you dare!

Yasha: Don’t care! She could have arrived tomorrow. (Leaves)

Turkish language is rather careful in the relationship towards a mother. Thus, a phrase “Don’t care’ is translated as “What is it that she wants?” This alteration doesn’t change the meaning of the text.

Finally, to teach to understand the tints of emotions and to express them adequately, we introduce students to word building, syntactic, lexical means of expressing emotions, including phrases in tight connection with phonetics (pronunciation, intonation) through the whole teaching course. We enable them to compare emotional dictionaries of Russian and Turkish languages. All these makes working with them more interesting. And as mentioned in the beginning the article, using authenticity is the effective way of students’ motivation (inspiration) brining desirable positive results in most cases.

Language as a human attribute is learned considering its emotional spheres depending on interaction quality and cooperation among peoples possessing various cultures, as a lot of problems of contemporary society are emotional ones.

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