

FUNCIONAMENTO DE CAUSATIVAS EMOTIVAS EM COMPLEXOS SEMÂNTICOS CATEGORIAIS

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FUNCTIONING OF EMOTIVE CAUSATIVES IN CATEGORIAL SEMANTIC COMPLEXES

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RESUMO: *A lingüística das emoções ocupa atualmente uma posição importante na pesquisa. As emoções, que permeiam todas as atividades humanas, são refletidas em todos os níveis da linguagem. Isso determina o vasto interesse dos linguistas por eles. Os autores do artigo consideram a classe dos causativos emotivos e suas características semânticas funcionais. Esta classe é uma subclasse de causativos, cuja semântica está associada ao impacto para evocar certas emoções. As características funcionais dessas unidades residem no fato de serem o resultado de uma interação intercategoria. A unidade de linguagem forma complexos semânticos categóricos ao interagir na fala com elementos do ambiente e outras categorias dentro da estrutura de uma situação categórica. Os autores do artigo analisam o complexo semântico categórico emotivo-causativo. A expressão é o produto da emoção, e as emoções surgem sob a influência de meios de expressividade. Assim, usando o exemplo dos causativos emotivos, observamos a interação intercategoria de elementos de diferentes níveis do sistema de linguagem na fala.*

PALAVRAS-CHAVE: *Causativo emocional. Categoria semântica funcional. Complexo semântico categórico. Interação intercategoria. Subcomplexo semântico categórico.*

RESUMEN: *La lingüística de las emociones ocupa actualmente un lugar importante en la investigación. Las emociones, que impregnan todas las actividades humanas, se reflejan en todos los niveles del idioma. Esto determina el gran interés de los lingüistas por ellos. Los autores del artículo consideran la clase de causativas emotivas y sus características semánticas funcionales. Esta clase es una subclase de causativos, cuya semántica se asocia con el impacto para evocar ciertas emociones. Las características funcionales de estas unidades radican en el hecho de que son el resultado de la*

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interacción intercategórica. La unidad de lenguaje forma complejos semánticos categóricos mientras interactúa en el habla con elementos del entorno y otras categorías dentro del marco de una situación categórica. Los autores del artículo analizan el complejo semántico categórico emotivo-causativo. La expresión es producto de la emoción y las emociones surgen bajo la influencia de los medios de expresividad. Por lo tanto, utilizando el ejemplo de los causativos emotivos, observamos la interacción intercategórica de elementos de diferentes niveles del sistema del lenguaje en el habla.

PALABRAS CLAVE: *Causal emocional. Categoría funcional-semántica. Complejo semántico categórico. Interacción intercategórica. Subcomplejo semántico categórico.*

ABSTRACT: *The linguistics of emotions currently occupies an important position in research. Emotions, permeating all human activities, are reflected at all levels of the language. This determines the vast interest of linguists to them. The authors of the article consider the class of emotive causatives and its functional semantic features. This class is a subclass of causatives, the semantics of which is associated with the impact in order to evoke certain emotions. The functional features of these units lie in the fact that they are the result of intercategory interaction. The language unit forms categorical semantic complexes while interacting in speech with elements of the environment and other categories within the framework of a categorical situation. The authors of the article analyze emotive-causative categorical semantic complex. Expression is the product of emotion, and emotions arise under the influence of means of expressiveness. Thus, using the example of emotive causatives, we observe intercategory interaction of different-level elements of the language system in speech.*

KEYWORDS: *Emotive causative. Functional-semantic category. Categorical semantic complex. Intercategory interaction. Categorical semantic subcomplex.*

Introduction

Emotions and their reflection in language occupy an important place in modern linguistics. All human activities are determined by emotions, they affect almost all aspects of life since they are the basis of any motivation. V.I. Shakhovskiy (2018b), one of the founders of emotionology (linguistics of emotions), emphasizes the presence of such type of communication as emotional communication, highlights emotive speech acts and states that a person is *Homo sentiens*, since people cannot do without emotions in communication. Emotional picture of the world of representatives of a certain linguistic culture is formed by their language (p. 146-147). This provokes interest to vocabulary with emotive semantics in general, and to emotive verbs in particular (BABENKO, 2018; PIOTROVSKAYA, 2006;2009; KHRAKOVSKY, 2020; SHAKHOVSKY, 2018a; 2018b;2019; SONNENHAUSER, 2010).

The aim of our research is to study emotive causatives, a class of verbs whose specificity consists in the fact that their semantics are syncretic: emotive and causative

meanings are combined in them. We consider this class from the standpoint of the functional approach in general and functional grammar in particular. This approach allows us to study the mechanisms of the language system in action. The specificity of the functional approach lies in the fact that the object is considered from the point of view of the interaction of its functions, regularities of functioning and connection with the environment. This is the advantage of this approach, since the linguistic unit is analyzed in an integrated manner, taking into account its function, patterns of functioning and environment. A function is understood as "inherent in the language system 'ability to fulfill a certain purpose and the result of functioning, that is, the realized purpose, the goal achieved in speech'" (BONDARKO, 1987, p. 8). The environment is a set of linguistic elements surrounding the studied linguistic unit (BONDARKO, 1987). Thus, research within the framework of functional grammar allows us to consider a linguistic unit, in our case emotive causatives, from the point of view of the interaction of form, content and function. "Each linguistic unit, in addition to form and meaning, has an immanent property – a function, the way it serves to build a communication. The characteristic of each unit is determined by the interdependence of its form, meaning and function" (ZOLOTOVA, 2001, p. 108). Such an integrated approach to linguistic phenomena allows the most complete description and explanation of them.

Material and methods

The methodological bases of this research are the ideas of two branches of linguistics: emotionology and functional linguistics. The category of emotiveness is a complex and multi-level system. Its analysis is possible in various aspects. The authors focus on the interaction of two categories – emotiveness and causation. Therefore, the study is based on the principle of consistency, formulated by A.V. Bondarko (2004) and applied to the environment. Any system is a collection of subsystems. The paper presents the concept of "categorical semantic complex", and considers the emotive-causative categorical semantic complex and subcomplexes that actualize the complex under study. Its specificity is determined by the intersection of the two categories, the emotive component leaves an imprint on the causative component, leads to the actualization of such categories as expressiveness, intensity, evaluativeness. The methods of functional grammar allow the authors to analyze the emotive-causative

categorical semantic complex from the point of view of intercategorical interaction. This aspect has not yet been thoroughly studied in emotive linguistics.

For the analysis of the linguistic material the authors use hypothetico-inductive and hypothetico-deductive methods, as well as the method of interpretation for the purpose of analyzing and modeling speech behavior. The interpretation of the language material was carried out in order to model semantic complexes and subcomplexes. The analysis of the categorical situation and environment, surrounding the linguistic unit allows us to determine the constituents of the categorical semantic complex and their functional load. The contexts with emotive causatives served as the research material, and as the source of the contexts we used the research resource Google Books Ngram Viewer. It gives the opportunity to analyze the full context of the functioning of the units under study.

Results and discussion

The analysis of categorical semantic complexes implies the study of interaction of the functional-semantic category and the environment. The term “environment” refers to all the elements surrounding the linguistic unit in the statement: elements of context and speech situation, lexical meanings and lexico-grammatical categories of words, as well as other grammatical categories that interact with the original category. Besides, the speech environment that presupposes the context and speech situation is taken into account, while the analysis includes extra-linguistic social factors and their reflection in speaker’s and listener’s minds (BONDARKO, 1987). Thus, the environment as a system-functional concept involves the study of language systems in the field of their interaction with different types of language and speech environments.

To analyze the content of the statement, it is necessary to turn to the term “categorical situation”, which refers to a typical meaningful structure that is characterized by the fact that it a) represents a certain semantic category and the corresponding functional-semantic field in the statement; b) constitutes one of the aspects of the “general” significative situation expressed in the statement; c) is a categorical characteristic of the statement (BONDARKO, 2005, p. 67).

In speech we generally deal with the actualization of several functional semantic categories and, accordingly, several categorical situations. Thus, we deal with intercategorical interaction, which is the result of the mutual influence of all elements of the environment. Speaking of actualization of any functional and semantic category, it is

necessary to remember that the main communicative function of linguistic units is realized in statements and whole text. The term “statement” refers to a microenvironment of linguistic units’ functioning; the term macroenvironment refers to a whole text. In the statement, the functions and means of the lower levels are integrated on the basis of their interaction (BONDARKO, 1987). Thus, grammatical units, classes and categories should be studied together with the environment that surrounds them and which they interact with.

The focus of authors’ attention is on the categorical meaning of the verb, therefore, it is important to refer to some of the ideas of cognitive linguistics that are relevant for this study. Cognitive linguistics also takes into account the interaction of various factors.

Structure and content of human consciousness, his or her knowledge and opinion about the world in which he lives, his stereotypes and ideas about the norm, as well as a system of collective and individual values and assessments have a direct impact on the structure and content of linguistic forms and expressions in their collective (a language system) and individual (specific statements and texts) aspects, on the structure and content of the linguistic functions themselves and their realization (BOLDYREV, 2013, p. 7).

Therefore, it is necessary to consider numerous factors that influence the mechanisms of categorization of linguistic units. “The formation of the meaning of a specific sentence-statement depends on specific lexical occurrences that convey “hidden” categoricity, as well as from specific syntactic links established in this statement” (BOLDYREV, 2009, p. 144). In a situation with emotive causatives, a cognitive scenario is realized. In it the causator influences the causation object in order to change its emotional and mental state. The important elements of this scenario are expressiveness, intensity, evaluativeness, result, motive and causation tool. These components are the factors that form the meaning of the categorical situation of causation of emotional modification; they determine the functioning of the emotive-causative categorical semantic complex. The elements of this complex are both lexical units and syntactic connections between them. It is important to emphasize here that emotive causatives can be expressed by a syncretic lexeme – a verb in which the causative seme and the emotive seme are present. It is a lexical or synthetic emotive causative. Also, an emotive causative can be actualized by a functional structure, in which the functional load is distributed among the elements that make up such a structure: the verb is a causative element, and the emotive component is expressed, as a

rule, by a noun phrase. It is a syntactic or analytical emotive causative. It is necessary to emphasize once again that the category of causation under study, namely, one of the subclasses of its components – the class of emotive causatives, is considered from the point of view of their functional characteristics and in the aspect of their interaction with the environment, which gives life to the categorical semantic complexes.

The categorical meaning of emotive causatives lies in the actualization of interpersonal semantics, i.e. the causation of the modification of the emotional state of the causation object. The role of the environment in a situation with emotive causatives is played by adverbial units, modal words, discursive markers and interjections, which are constituents of the functional-semantic fields of aspectuality, taxis, temporal localization, temporality, and iteration. The main content of the emotive-causative categorical semantic complex is the actualization of the positive or negative modification of the emotional state of the causation object and is realized by two categorical semes: the emotive seme and the causation seme. Thus, the emotive causative is initially the result of intercategory interaction, being a semantic complex by nature.

A categorical semantic complex, as a rule, includes in its semantic space other semantic categories that are subordinate to this complex in a given categorical situation (in another categorical situation, these categories can become leading). Since the situation of causation of emotional modification leads to the actualization of such features as intensity, expressiveness and evaluativeness, since they are directly related to emotivity, such semantic subcomplexes as emotive-expressive-causative, emotive-intensive-causative and emotive-evaluative-causative may be distinguished.

Consider these subcomplexes and their constituents. The emotive-evaluative-causative categorical semantic subcomplex can be distinguished on the basis that evaluation is prior syncretized in the meaning of the caused emotion. The causatives of positive and negative emotional semantics may be singled out since people's emotions are naturally defined according to the evaluation of people's feelings. Positive emotions include such emotions as: joy, happiness, delight, inspiration, consolation, etc. Accordingly, examples of emotive causatives of positive semantics are: *to delight*, *to amuse*, *to console*, *to soothe*, *to enthrall*, *to entice*, *to invigorate*, *to enchant*, *to captivate*, *to inspire*, *to encourage*, *to ignite*, *to reassure*, *to make happy*, *to coax*, *to amaze*, *to conquer*, *to tempt*, *to fascinate*, *to charm*, *to conjure*, *to allure*, *to cheer up*, *to embolden*, *to instill cheerfulness*, *to show generosity*, *to instill faith*, *to seek reciprocity*,

to reciprocate, to please the eye, to attract, to pay attention, to delight, to arouse admiration, to express admiration, to marvel, to instill pride, to surround with affection, to inspire hope, to awaken hope, to imparadise, etc.

Caused negative emotions are anger, rage, fury, hatred, irritability, nervousness, etc. To the group of emotive causatives of negative semantics refer the following lexemes and functional structures as: *to disturb, to exile, to torment, to frighten, to annoy, to perturb, to anger, to irritate, to harass, to embitter, to rave, to get on one's nerves, to make blood boil, to irritate, to embitter, to infuriate, to acerbate, to infuriate, to enrage, to intimidate, to terrify, to threaten, to menace, to grieve, to upset, to bedevil, to crush, to dispirit, to offend, to sadden, to insult, to hurt, to humiliate, to destroy, to put on one's guard, to scare away, to worry, to unleash aggression, to instill antipathy, to cause antipathy, to cause anxiety, to trouble, to cause outrage, to cause anger, to cause grief, to bring sadness, to break the spirit, to be cruel, to arouse envy, to bring evil, to hurt, to arouse anger, to bring to delirium, to torture, to deprive of hope, to ruin hopes, to keep in suspense, to build up tension, to create tension, to ridicule, to ruin the mood, to stir up resentment, to cause resentment, to cause distrust / mistrust, to cause discontent, to cause bewilderment, to bewilder, to drive into a rage, to kindle hatred, to get on one's nerves, to wreck nerves, to shatter one's nerves, to bring misfortune, to bring bad luck, to cause discontent, etc.* “In causative verbs, the assessment is in propositional structures, since the actant who causes joy, admiration, is always good, and the actant who causes grief is always bad for the subject” (WOLF, 2002, p. 7). Note that the category of emotiveness is closely related to the category of evaluativeness, although their relationship is ambiguous. Some believe that these categories represent an indissoluble unity. Thus, A.I. Prikhodko (2011) notes that “the estimated value is not structurally or conceptually homogeneous. The structure of its content is complicated by emotionality, expressiveness, modality that accompany the assessment” (p. 176). As was mentioned above, emotions, like evaluations, are an indispensable part of the picture of the world. Regulation of the emotional-cognitive and speech activity of a person is a result of the emotional-evaluative mechanisms.

The evaluative dimension of the picture of the world and discourse is determined by the world in which a person and society on the whole live, which they master and possess. <...> As a result, the emotional-intellectual-speech activity of a person is regulated and so is the whole system of being (SEREBRENNIKOVA, 2011, p. 7-8).

The picture of the world inherent in a certain era and a certain society necessarily includes the system of values of a person, their self-assessment, the world around them and activities in the broadest sense of this term. The system of values necessarily include emotional attitude. <...> Emotional mechanisms of consciousness function according to the principle of mutual evaluative-cognitive correlation. Evaluation seems to "absorb" the corresponding emotion, and the "parameters" of emotion and evaluation coincide: "pleasant" is "good", "unpleasant" is "bad" (PRIKHODKO, 2011, p. 177).

N.A. Kobrina (2005) finds common ground in emotiveness and evaluativeness “in terms of the correlation of the nomination with the conceptual sphere; here the great role of the psychological component is manifested, which predetermines a large degree of modification of the verbal realization in the comparison with the original concept” (p. 85). Thus, we can argue that the assessment is implicitly embedded in the meaning of an emotive verb or functional group, since emotions are initially inherent in an evaluative sign. Consider some examples:

The freedom-loving rock stars delighted us pleasantly (Ngram).

The example demonstrates the strengthening of the evaluation which is inherent in the meaning of the causative “to delight”, which is realized thanks to the intensifier “pleasantly”, the semantics of which also includes a component of positive evaluative value.

Many ladies and gentlemen, who were informed that this was just a mock duel, were unpleasantly surprised by McAlister's actions – they began to condemn him (Ngram).

In this example evaluativeness is actualized by the word “unpleasantly”, which clarifies the negative evaluative linguistic sign of the causated emotion. The semantic potential of the emotive causative “to surprise” includes both positive and negative emotions, since its emotiveness lies in the meaning “to produce strong impression; to surprise, to amaze”. Actualizers of evaluation help determining the causal result, as is seen in the above example.

It all allows us to conclude that the considered emotive-evaluative-causative categorical semantic subcomplex is a multidimensional phenomenon. Intercategory interaction occurs primarily at a deep semantic level, but it can be enhanced through the use of evaluative intensifiers at the syntactic level.

The next subcomplex analyzed is emotive-intensive-causative categorical semantic. Adverbs, adjectives, prepositional groups, pronouns, modal words, modal particles and discursive markers act as units that realize the intercategory interaction of

the category of emotive causatives and the category of intensity. Consider some examples of intensifiers.

1. Adverbs that actualize the degree of emotion intensity:

Sir Thomas only smiled broadly and encouraged her in every possible way (Ngram).

Valya was a little annoyed by Uncle Dima's calm smile and, trying to get rid of the taiga romance completely, he deliberately accepted some distortions (Ngram).

These words of Vernon really angered Alexei and, having collected all the strength he had, he attacked (Ngram).

2. Modal words and discourse markers:

Such incomprehension has somehow angered me (Ngram).

You are curious, talkative, like to speak up on various issues, and this happens to annoy others (Ngram).

In my opinion, he deliberately angers the tutor. I wonder what he did to displease him? (Ngram).

As we see in the examples above, modal words and discursive markers are also responsible for actualizing the degree of intensity of emotions. Modal words and modal particles represent a peculiar class of lexemes whose status is still controversial, but the functional potential of which is undoubtful. They play a leading role in the realization of the speaker's intentions, but they also help the listener to adequately assess the content of the statement. In the given examples they indicate a reduced degree of intensity of emotions.

3. Adjectives:

I knew that he was completing an enormous work there, so I replied that he would give me great joy if he came to Marne for a month or two when he finished it (Ngram).

The opposition parties gave us the most support. (Ngram)

His terrible neglect, his gnarled scars, and the marks of his fractures produced such a terrifying impression that everyone thought he was half-rotten alive and doomed, although he felt healthy and strong (Ngram).

His arrival made the students who were there indescribably happy, and they immediately gathered to listen to the lessons (Ngram).

In the function of intensifiers adjectives can be used in their full and short form, and in the comparative and superlative degrees. The main functional load consists in

this case in strengthening the caused emotion. Intensifiers carry additional information, contain expressiveness, emotional and evaluative characteristics. Each such unit of intensity designation contains information about the nature of actions, behavior of people, quality, and can give them positive or negative evaluation, which is shown in the above examples. This close interaction of the elements of intensity and emotive causativity allows us to distinguish an emotive-intensive-causative categorical semantic complex.

Now consider the emotive-expressive-causative categorical semantic subcomplex. Note that expressiveness and emotivity are also two inextricably linked categories. "Of all the categories in the relative circle of expressivity, emotionality is the closest, or rather, it is the most important component of expressivity. These categories overlap so much that it is difficult to find clear differential features" (TOSHOVICH, 2006, p. 15-16). The fuzzy differentiation of these two categories is due to the fact that

expressiveness is a product of emotions, but, on the other hand, emotions are also a product of the expressive unit, since its function is to awake emotions: "emotions are feelings, experiences, agitations, spiritual, affective states that violate mental and physical balance, and expression is their product (TOSHOVICH, 2006, p. 15-16).

At the same time, expressiveness is characteristic of units at all levels of the language. At the phonetic level, it can be represented by of accent and intonation, changes in sounds. Morphological means are represented by word composition, a wide range of affixes with affectionate or pejorative semantics. Lexical expressive means include words that have an evaluative component in addition to their subject-logical meaning, as well as interjections and amplifying particles. At the syntactic level, expressiveness is expressed, for example, by changing the usual word order, using elliptical constructions and repetitions. This level also includes phraseological units. These are proposed to be considered as one of the mechanisms for creating expressiveness.

In situations with emotive causatives, the expressive component can be implemented by lexemes of expressive semantics (*crazy, hellish, scary*, etc.), interjections, interjective phraseological units and expressions.

It should be noted that the difference between phraseological units and words lies in their expressiveness.

The expressive function of language is understood as the cumulative effect of the evaluative, motivational and emotive activity of the linguistic consciousness of the subject of speech, due to his intention to express a certain feeling-attitude about a certain state of affairs in the world or a property of a person. This activity is directly related to the existence of language mechanisms that perform an expressive function in the language (LATINA, 1991, p. 136).

Consider specific examples of phraseological units. As the material for analysis phraseological units and interjective phraseological units, which act as emotive causatives, were selected. Phraseological units in the following examples perform the function of emotive causatives: *to make blood boil, to get on nerves, to set one's teeth on edge, to drive somebody up the wall, to upset, to strike to the core, to be boiling mad, to have somebody's guts for garters, to keep your fingers crossed, to show someone what is what; Keep a stiff upper lip! Down but not out, Not all is lost yet! Don't get into a flap! Just don't show any weakness! Don't be afraid! Put your thumbs up! Don't take it personally. Cheer up! Don't panic! They won't tear your head off for it. Take a rain check on. It will all come out in the wash. It's okay! Big deal! Never mind! In the end things will mend. Thumbs up! Whatever God does is for the best. While there is life, there is hope. Patience, time, and money accommodate all things. Our day will come. What is to be, will be. Don't hold your breath! I'll teach you manners! Don't let it happen again! I'll fix you! I'll teach you a lesson! That's the final straw! I'll give him hell! I'll sort you! Now you'll find out from me! I'll show you how to behave! Let me just get him! You will know what I am! My patience is wearing thin! I'll hit you right now! Good things come in small packages!*

Expressiveness is possible at different levels of the language system. Taking phraseological units as an example we can see the mechanism for creating expressiveness at the syntactic level. In the functional and pragmatic aspect, phraseological units serve as actualizers of the category of expressiveness. When choosing a non-expressive/expressive unit, the ability to express emotions concisely and compactly plays a crucial role. Implicitly in such a situation an emotional impact on the interlocutor is implied, expressiveness implies a focus on the addressee of the statement. Therefore, we can say that due to the use of the expressive units – in the cases we have considered these were phraseological units, there is an increase in the causative effect.

As a result, we observe an emotive-expressive categorical semantic subcomplex, which is illustrated by the following examples:

After the conquest of Paris, Metternich immediately began to make Alexander and his ambience's blood boil, and it was done so successfully that the image of the Austrian minister could not but be ingrained in the consciousness of the Russian tsar (Ngram).

At first, the guys shouted at me, which eventually jarred on my nerves (Ngram).

But when they cry - it is a pure, unalloyed emotion, to the bottom of the heart (Ngram).

It may sound strange, but the way he behaves, walks and shouts, strikes to the core (Ngram).

And they don't need a child. The main thing is to eat your wife for breakfast. They don't bother with thoughts about the feelings of children (Ngram).

"Wretch!", Tagert hissed from the side. — You should have said that the bushes are out of place here. I won't forget it in a hurry when the elf goes to you!" (Ngram)

All right, my good colleagues, I won't forget it in a hurry... Unless, of course, I forget; I have to write such things down...(Ngram).

"You fool!" — "No," he hissed. — I'll show you what is what!" — "Very likely!" shouted back Lee (Ngram).

Stop whining, cheer up! (Ngram)

For God's sake," she shouted into the phone, "don't take it personally!" (Ngram)

Here we observe that such expressive means as phraseological units or interjective phraseological units express emotions very vividly. Thus increases the expressive power of the utterance and the intensity of the caused emotion.

Conclusion

We have examined three categorical semantic subcomplexes that actualize the categorical semantic emotive-causative complex, in which we observe the interaction of the categories of intensity, evaluativeness and expressiveness. The class of emotive causatives clearly illustrates the complexity of the presented category. On the one hand, it is a subsystem of the category of causation, a complex and multidimensional system demonstrating a number of functional features. On the other hand, the class itself is a complex system, which is characterized by its own peculiarities of functioning, which include, in particular, intercategorical interaction implemented by a variety of linguistic means at different levels of the language system. It is safe to say that all the functional features of the emotive-causative categorical semantic complex are associated with the

emotive component. It is emotions that are inextricably linked with the categories of intensity, evaluativeness and expressiveness both at the deep and at the surface level, which we observe in the analyzed subcomplexes. This allows us to argue that the study of emotive causatives should become an important part of the linguistics of emotion.

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