

**FRAME “EMOTIONAL STATE IN SOCIAL ACTIVITIES”: FORMATION AND SPECIFICS OF ITS REPRESENTATION AT LANGUAGE LEVEL**

***QUADRO “ESTADO EMOCIONAL NAS ATIVIDADES SOCIAIS”: FORMAÇÃO E ESPECÍFICAS DE SUA REPRESENTAÇÃO A NÍVEL DE LINGUAGEM***

***MARCO “ESTADO EMOCIONAL EN LAS ACTIVIDADES SOCIALES”: FORMACIÓN Y ESPECIFICACIONES DE SU REPRESENTACIÓN A NIVEL LENGUAJE***

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**ABSTRACT:** The proposed research is devoted to the verbs of the emotional state (agonize, bemoan, complain, crave, deplore, despair, doubt, exult, fear, fret, grieve, lament, languish, long, marvel, mope, mourn, panic, pant, regret, rejoice, repent, revolt, stand, suffer, sulk, etc.). Their specificity is associated with the subject’s inner world, with his personal perception and conceptualization of environmental events. Such a subjective understanding of what is happening determines the presence of a complex semantic structure of the verbs under study.

**KEYWORDS:** Verb. Emotion. Conceptualization. Semantics

**RESUMO:** *A pesquisa proposta é devotada aos verbos do estado emocional (agonizar, lamentar, reclamar, desejar, deplorar, desesperar, dúvida, exultar, medo, inquietar-se, lamentar, lamentar, definhar, prolongar, maravilhar-se, lamentar, lamentar, pânico, ofegar, lamentar, alegrar-se, arrepende-se, revoltar-se, ficar de pé, sofrer, amuar, etc.). Sua especificidade está associada ao mundo interior do sujeito, com sua percepção pessoal e conceituação de eventos ambientais. Essa compreensão subjetiva do que está acontecendo determina a presença de uma estrutura semântica complexa dos verbos em estudo.*

**PALAVRAS-CHAVE:** *Verbo. Emoção. Conceituação. Semântica*

**RESUMEN:** *La investigación propuesta está dedicada a los verbos del estado emocional (agonizar, lamentar, quejarse, anhelar, deplorar, desesperar, dudar, regocijarse, temer, inquietarse, afligirse, lamentar, languidecer, anhelar, maravillarse, deprimirse, llorar, pánico, jadear, arrepentirse, regocijarse, arrepentirse, rebelarse, ponerse de pie, sufrir, enfurruñarse, etc.). Su especificidad está asociada con el mundo interior del sujeto, con su*

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*percepción personal y conceptualización de los eventos ambientales. Tal comprensión subjetiva de lo que está sucediendo determina la presencia de una estructura semántica compleja de los verbos en estudio.*

**PALABRAS CLAVE:** *Verbo. Emoción. Conceptualización. Semántica*

## **Introduction**

Investigating the problem of universality and specificity of emotional concepts objectification in Germanic languages, we share the opinion of V.I. Shahovskij that emotions are what makes people of different cultures more or less similar to each other, and at the same time, emotions make each of us “unique” due to our “individual variation” (SHAHOVSKIJ, P. 29).

In linguistic forms a person describes not so much the objective existing situation itself, but *what* and *how* he perceived it. It is the reflection of the subjective image of the objective world in the mind of a human being that underlies his verbalization of an object or phenomenon.

Moreover, the human memory stores not only the methods of performing the activity, but also its assessment, that is, the designated cognitive structures are named together with their emotional-evaluative component.

At the same time, information transmitted in the human brain by the language is combined with the information received through other channels, equalized and compared to each other, – so, the semantic entities in the language are those concepts that turn out to be verbalized (JACKENDOFF, 1984).

Thus, among the analyzed units, there are verbs that nominate the actual emotional state and a certain social activity of the subject-carrier of these feelings. Moreover, the semantic structure of the verbs with the meaning “emotional state in social activities”, despite the presence of an integral component, reveals a rich set of differential features, and therefore requires an identification of the cognitive foundations of the semantic commonality of the linguistic units under study.

## **Main Part**

Taking care of ourselves motivates our social behavior. Many of our actions can be called strategic. In the hope of making a good impression, most of the actions are dictated by

concern for our own image and desire to achieve our goals. But, like clever politicians, we also do not lose sight of the behavior of those around us, or the expectations that they associate with us, and we “adjust” our behavior to them.

Subconsciously, we reason like this: we will be happy if we get what we want. From time to time, psychological researches show the opposite – the emotional consequences of such good news of achieving our aims are short-lived and disappear faster than we would like.

Subjective feelings generated by the objective world are manifested in bodily changes, statements and actions of the achiever. A person can love, hate, fear, be angry, wonder, regret, etc., i.e., his emotional state is conditioned by his attitude to the event of the external world and is the qualitative content of feeling (PETROVSKY, 2009: 363).

Studying the cognitive representations of the verbs with the meaning of “emotional state”, i.e., consideration of their conceptual structure, allowed us to conclude that these verbs are a means of linguistic representation of the concept “emotional state”.

Being an emotional form of the environment reflection, emotional states convey the relationship of the individual to the phenomena of the external and internal world that are significant for him and the implementation of which occurs by means of emotions. At the same time, such “relationship” is understood as the relations between the subject, the object and the experience of their connection (PETROVSKY, 2009: 361-363) – that is an emotional state of the subject (a human being with a conscious goal-setting) is caused by his attitude to the object (expressed by an animate or an inanimate noun).

Cognitive psychology involves the description and explanation of human behavior in terms of his internal states, manifested physically (DEMYANKOV, 1994: 17). The variability of the world picture inherent in each individual, influences the specific perception of the objective reality and thus forms an individual language (PETRENKO, 1997: 12).

Based on the foregoing, the constituent elements of the concept of “emotional state” can be distinguished. These include “irritation” as a source and cause of an emotional state, “evaluateness” as a reaction and estimation of the object impact, “state” and “emotion” as a means of expressing this evaluation.

The frame “emotional state” is a cognitive propositional scheme that reflects a stereotyped situation associated with the subject’s being in a particular emotional state. This situation can be conveyed by the verbs with the meaning of “an emotional state”.

The structure of the frame “emotional state” includes obligatory and optional components that allow one to model various situations of different emotional states. The obligatory components include the subject as the bearer of an emotional state, the predicate

and the explicitly or implicitly expressed object as the cause of an emotional state. The direction of the vector from the subject and object to the predicate shows that an emotional state, or feeling, cannot arise separately from its carrier, as well as without the influence of the object or an event in the external world.

So, we will consider the process of activating the frame “emotional state”, starting with filling its top-level slots by the obligatory components. The main conceptual feature of the verbs with the meaning of “an emotional state” is the “feeling” component experienced by its bearer. It is this feature that allows the verb to be attributed to this class of “an emotional state”.

In the dictionaries the component “feeling” is represented by the verbs “to feel” (1), “to have” (2), “to be” (3), with the nomination of a certain type of feeling, the verbs “to become”, “to grow” (4), etc., conveying the process of a feeling formation, its dynamics, as well as various kinds of synonyms that have these verbs in their interpretation (5). For example:

- 1) to grieve – to feel sorrow about (smth);
- 2) to crave – to have an uncontrollable desire for (smth);
- 3) to exult – to be delighted about (smth);
- 4) to brighten – to become more cheerful;
- 5) to bleed – to suffer in sympathy with (to suffer – to feel or have pain, loss, etc).

Since we are only interested in the bearer of the feeling, and not the causator of it, the verbs that have in their definitions the nomination of a feeling with an indication of the direct object VP6A (1), marked v. t. (verb transitive) (2) or represented by the words “to disturb”, “to rouse”, “to trouble”, etc. (3) do not refer to verbs of emotional state. For example:

- 1) abhor – VP6A think of hatred and disgust;
- 2) distress v. t. – to afflict give mental pain;
- 3) ail – to trouble, disturb.

The subject of feelings, their bearer must be a living being endowed with the ability to experience them. Feelings cannot arise outside of their bearer – they are certainly an integral part of the latter. Thus, the top component of the analyzed frame “emotional state in social activity” – the “subject” – should be filled with a conceptual component “animation” of the emotion’s bearer (or a metaphor) and the ability to set goals consciously. Otherwise, the activation of this component does not occur, and the subject expressed by an inanimate noun takes the verb outside the “emotional state” frame, the process of recategorization is

observed., which can also designate body parts of a person (1) or be expressed by its metonymic replacement (2). Compare:

“... the child sat trembling, white with fear and rage, while old Ackroyd stormed above his head ...” (Bentley, 167). – “The sea stormed and they couldn’t escape” (Dreiser, 36).

The feeling experienced by the subject, that is, the emotional state he experiences, is a signal of what is happening in the world is of significance to him. Countless irritants of the external world are the cause of various kinds of emotional states, which can be expressed explicitly or implicitly and does not depend on the desire of the subject. He “obeys” the events, “obeys” the circumstances and is a passive bearer of the emotions.

So, the linguistic analysis of the concept “state” makes it possible to single out the following conceptual features: “inactivity” of the subject, “static character”, “uncontrollability”, etc.

Hence the prototype of the category, expressing the general idea of “being in the power of a certain feeling” and revealing its conceptual essence, are the verbs with the meaning of an “emotional state”, which actualize their systemic meaning at the functional level through the implementation of the components of “inactivity” and “uncontrollability” that characterize the subject.

Thus, the verbs that nominate the actual stay of the passive animate subject in a particular emotional state, i.e., under the rule of feelings, form the prototypical center of the category of the verbs under study. The verbs lexicalizing this component “state” (as a constituent element of the concept “feeling”) exclude actional interpretation as much as possible.

We have identified 43 verbs with the meaning “emotional state” that form the prototype of the category, which is  $\approx 29\%$  of the total number of verbs of this class. These are the verbs: agonize, bear, bemoan, bewail, boggle, chafe, complain, crave, deplore, desire, despair, doubt, dread, endure, enjoy, exult, fear, fret, funk, gloat, grieve, hesitate, lament, languish, long, luxuriate, marvel, mope, mourn, panic, pant, pine, pity, quail, regret, rejoice, repent, resent, revel, revolt, stand, suffer, sulk.

Emotion, being an external indicator of the subject’s experiencing any feeling, is based on the component “expressiveness”. The manifested emotional states in various kinds of movements and sound accompaniments are not obligatory for their carrier, therefore, the component “expressiveness” is optional. It, in turn, consists of a number of interdependent features, the variable representation of which leads either to the activation of the frame “emotional stste”, or to recategorization.

So, changes in the voice of an individual, his facial expressions, gestures speak of the dynamic nature of the experience of a certain feeling. The optional feature of “dynamism” lexicalized by the verbs with the meaning of the “emotional state” sequentially activates the components of the frame “feeling” and activates the entire system. For example:

Nicky squealed in delight as Marc handled the narrow, curving roads (ELLIS, 64). The Ire Bridge magistrate scowled severely at the intruder... (BENTLEY, 89).

In the verbs with the meaning “emotional state”, conceptual components of “controllability”/ “uncontrollability” are represented. The component of “uncontrollability” presupposes the inactivity of the subject, and therefore is associated with the component of “passivity” and activates the component “impressionability” of the “emotional state” frame.

The external manifestation of an emotional state can be controlled if the subject is able to restrain it by the volitional efforts. At the same time, the activation of the conceptual component of “controllability” entails the representation of “volition” and, as a consequence, the “activity” of the subject.

However, the implementation of these features can be traced only at the functional level, since it is highly context dependent. In this case, the category of verbs with the meaning “an emotional state” is expanded by extinguishing the features of other categories. The following verbs with the meaning “an emotional state” have such potencies: to bawl, to bellow, to shriek, to shiver, to tremble, to weep, etc.

The following verbs form the transitional zone of the category, because the motivating component of the frame, represented in their semantics, is the cause of the sound or movement. At the same time, the conceptual features of the sound or movement itself are canceled out. Thus, the transitional zone of the category of verbs with the meaning “an emotional state” is made up of 47 verbs identified by us, which form  $\approx 32\%$  of the total. The verbs are: bawl, bellow, blaze, blush, chuckle, crow, cry, frown, fuss, giggle, grin, groan, grunt, laugh, moan, pout, rage, rave, roar, shriek, screech, scream, shiver, shudder, slobber, sob, squeal, squirm, sulk, tremble, wail, weep, whimper, whine, etc.

The analysis of the functional and semantic features of the verbs is impossible without taking into account their subject- and object-oriented features. This consideration allows one to show the process of categorization, when a particular verb acquires a completely different meaning.

Since “nomination with verbal lexemes occurs ... with an orientation toward the sphere of the subject or the sphere of the object”, the meaning includes “a model of the subject or object orientation” of the process (UFIMTSEVA, 1986: 139). Other verbs of the emotional

state show in this respect a certain “vertigo” (BOLDYREV, 1995: 111), i.e., allow both the presence and absence of objective distributors. These are the verbs “to bother”, “to trouble”, “to worry”, etc. Compare:

There were other questions that bothered him... (DREISER, 121). – She never bothered about his rids... (DAYUS, 183).

Such specific orientation of verbs (subject or object) can facilitate the process of recategorization.

For the “undirected action” verbs, it matters whether the subject is a person – otherwise, the frame “emotional state in social activities” is not activated. For the verbs of the “directed action”, the objective environment is of great importance. Compare: 1) “Poor wretches, they often suffer from the delusion that people find them interesting”, I murmured (Maugham, 67). – 2) He was suffering from time to time with severe attacks of gripping pains that... left him very weak (DREISER, 334).

In example 1, the verb conveys the emotional state of the subject, in example 2 – the physical one. The object distributor, expressed in words nominating feelings, promotes the activation of the “feeling” frame, while the one that names another state, for example, physical or physiological, sets in motion the corresponding frame.

The verbs of the “directed action” have in their semantics the features of “causation”/ “non-causation”. Since the frame “feeling” can be supplemented with optional situational and individual speech components, these verbs can implement the “causativeness” feature depending on the context. Compare:

Try to calm the children down, they’re too excited (HORNBY, 210). – Wait until the children have settled down before you start your lesson (HORNBY, 917).

Verbs of this type form the periphery of the emotional state category. It was identified 11 verbs, which is only 7% of the total number.

And, finally, the most distant from the prototype are the verbs with a figurative meaning of an emotional state. The possibility of a figurative use is due to the fact that there is an extinguishment of conceptual features that determine the semantic specifics of these verbs when used directly. These components become inessential, optional. So, the following verbs with a figurative emotional meaning occupy a borderline position in the category of an emotional state: ache, beam, blacken, bleed, bloom, boil, bristle, bubble, burn, cloud, crimson, darken, flash, flourish, flush, foam, freeze, fume, glare, gleam, glow, kindle, light, radiate, recover, relax, relieve, seethe, sparkle, storm, thunder, etc.

There are 46 of them, which is 32% of the total number of verbs of the emotional state identified by us. In sentences, these verbs function as follows, for example: His eyes flashed, his voice thundered ... (Bentley, 317).

The emotional state of the subject is a constant resolution of contradictions between the environmental events and the individual's attitude towards them. Emotional states are subjective in nature, however, generated by the objective world, they are an indicator of how a certain balance is disturbed and restored in the relationship of the carrier of a certain emotional state with the environment. So, all the groups of verbs of the emotional state that we have identified include the components "positivity" and "negativity", which activate the component of the frame "the attitude of the subject to the object".

Thus, most emotional states are indicated by verbs linked by equipollent oppositions, i.e., most of them are characterized by pairing and polarity. For example: to laugh – to cry; to rejoice – to grieve, etc.

In addition to the positive or negative attitude of the subject to the object of his feelings, there is also an "indefinite" attitude, when the event of the external world does not correspond to the initially assumed by the subject, is incomprehensible to him, causes a feeling of bewilderment, surprise, perplexity, interest, excitement, etc.

Since an emotional state is a reaction to what is happening in the external world, then any verb that conveys an emotional state actualizes the conceptual attribute "intensity" as a greater or lesser degree of the subject's emotional "involvement" in the situation of interest to him. Synonyms, as a rule, differ in the degree of realization of the "intensity" component (in our example, on an increasing basis): to enjoy, to rejoice, to exult, to triumph, etc. It is also possible to differentiate the synonyms according to the characteristics of "depth", "stability", "duration". However, these differences are often neutralized, and the verbs become interchangeable.

## **Results**

So, based on all of the above, we can conclude that the formation of the categorical meaning of a lexical unit occurs under the influence of the following factors: ontological, which is a unity of general philosophical categories, the theory of knowledge and logic; conceptual, conditioned by the laws of reflection of the objective world in the mind of a person; linguistic factors.



Therefore, it is the study of the language represented in the human head that connects linguistics with cognitive sciences. So, the mental image, a kind of model created in human consciousness, is a unity of visual, tactile, auditory, and other forms of a person's sensory experience generalization in his social activities. The representation of the world in the form of an image turns out to be extremely dependent on the emotional state of the subject, wherein the object is represented to the subject in the form of the subject's experience, and the content of this reflection is expressed in a sign form – a word at the language level.

Thus, the fact that the mind expresses itself with the help of a language, and it is the language that represents the world, gives grounds to assume that the study of the world representation forming process in a person's consciousness should be considered as an interaction of the cognitive and affective. It is the convergence of these aspects that confirms the understanding of meaning as a process and is an integral part and a driving force of the categorization.

## **Conclusion**

To sum it up, it is possible to conclude that the allocation of the components in the structure of the frame “emotional state in social activities” determines the specificity of the meanings of the verbs under study and “regulates” the degree of their prototypic character. The remoteness from the prototype of the studied category is determined by the importance of the conceptual features and the dependence on them of the components that constitute the frame “emotional state in social activities”. The implementation of many optional components of the verbs with the meaning “an emotional state”, as well as the representation of conceptual features of other categories provides the semantic diversity of the verbs under study.

That is, the ontological nature of the object stimulates the possibility of various ways of conceptualization, which, in turn, are codified by languages. However, being an abstract linguistic concept, it is necessarily actualized in a certain act of speech into a lexical unit, in our case a verb, and depends on it. Therefore, the study of verbs with the meaning “emotional state in social activities” from the standpoint of a cognitively-oriented approach presupposes knowledge of the cognitive basis of the linguistic mechanisms, that ensure the formation of the meaning during an utterance constructing, i.e., at the functional level.

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