

INTRODUCTORY WORDS AS A MEANS OF EXPRESSING EMOTIVENESS

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Abstract: This article examines introductory expressions that convey emotional evaluations, categorizing them as distinct mechanisms for articulating emotiveness within discourse. The study identifies the characteristics of these introductory elements in spoken language and elucidates their roles across diverse communicative contexts. The analysis focuses on expressions such as "unfortunately," "God forbid," and "thank God," alongside other introductory terms from different semantic categories that contribute to the emotive quality of speech. The findings indicate that the primary function of these introductory expressions is to reflect the speaker's emotional state and their assessment of reality along a continuum of positive to negative evaluations. Furthermore, these elements, utilized in spontaneous spoken interactions, serve to influence the interlocutor, convey various communicative intentions, acquire additional meanings and modal nuances, and function as standalone words within sentences.

Key words: introductory expressions, subjective-modal meanings, emotiveness, emotions, functionality.

In the realm of communication, individuals engage not only in the exchange of information but also in the sharing of emotions. Consequently, emotional evaluation, or emotiveness, constitutes a fundamental function of language. As articulated, "The content of emotiveness encompasses a positive or negative feeling experienced by the subject in relation to the designated" [1].

Language offers a diverse array of mechanisms for conveying emotions and emotional evaluations, including evaluative-emotional affixes, interjections, particles, and specific syntactic constructions. Among these, introductory words and expressions form a distinct category of linguistic units that articulate emotional evaluations. This category of introductory words encompasses elements that convey the speaker's emotional state. It includes components such as "to joy," "to happiness," "unfortunately," "strange thing," "as if on purpose," "thank God," and "God forbid." The primary function of these elements is emotive; they serve to reflect the speaker's personal reaction to the events or circumstances at hand. A person's experience regarding their relationship with the external world and their self-conception constitutes one of the manifestations of subjective reality (3, p. 257). Thus, emotiveness pertains to subjective-modal meanings, as the articulation of these meanings within linguistic units signifies events and phenomena deemed significant by the speaker, eliciting a personal response. Introductory words serve as a distinctive mechanism for conveying subjective-modal meanings, particularly those that reflect the emotional evaluations and states of the speaker. This assertion can be substantiated through two arguments. Firstly, a comparative analysis of the following statements illustrates this point: "There was no heavy smoke there..." versus "Fortunately, there was no heavy smoke there..." The incorporation of the introductory term "fortunately" into a sentence that primarily conveys an objective modality—namely, the presentation of a fact—introduces additional meanings derived from the speaker's perspective, thereby reflecting their personal assessment of the event along a continuum of "good-bad" (positive or negative). Secondly, within the category of introductory words that convey emotional significance, some explicitly articulate the emotions experienced by the speaker (e.g., surprise, joy, annoyance, happiness, regret, etc.). For instance, in the statement, "But / unfortunately / you thought for a long time and I already ate it..." the introductory words express a clear emotional stance. Additionally, other expressions indicate a positive or negative attitude toward events (e.g., "thank God," "as luck would have it," "you never know"). The incident resulted in no casualties, for which we are

grateful; it was indeed a distressing event. Unfortunately, the water supply was turned off at the time. In a conversation I had with her yesterday regarding this incident, she described it as relatively minor, expressing relief that it did not generate significant noise. She seemed to downplay the seriousness of the situation and quickly shifted the focus away from it. Currently, there is regrettably no opportunity for us to convene; perhaps we can arrange to meet at a later time. The first example illustrates a positive emotional response from the speaker, while the second conveys a sense of regret. Emotions pertain to aspects of human personality that are not easily controlled; they arise spontaneously and are reflected in verbal expression. The emotionality of speech is evident in the speaker's intentions, which are shaped by their emotional state. Consequently, the construction of utterances is influenced by these emotions. The methods of expressing emotionality are often not consciously recognized by the speaker. Introductory phrases of this nature are rarely employed in formal written discourse; rather, they are characteristic of informal communication and literary works. These linguistic units, possessing non-specific and abstract meanings, can acquire additional nuances in the context of spontaneous, unprepared speech, thereby enriching the overall meaning of the utterance. Frequently analyzed introductory elements not only convey the emotional state of the speaker but also prepare the listener for the ensuing discourse.

Speech perception significantly influences the dynamics of conversational exchanges. For instance, expressions such as "Breathe / don't breathe" and "So / unfortunately / nothing good" exemplify this phenomenon. Directions for tests can be found at ruscorpora.ru. From a cultural studies perspective, it is noteworthy that the prevalence of introductory elements conveying negative emotions surpasses that of those denoting positive emotions. The analysis revealed that introductory terms reflecting annoyance and regret are not only more frequent in spoken discourse but also exhibit greater functional and semantic complexity. Consequently, a detailed examination of the functionality of the introductory term "regret" in oral conversational contexts will be presented below. The introductory term "regret" serves to articulate apologies, as illustrated in examples such as, "I won't give it to you earlier, unfortunately. Then I'll bring it later, three and a half" and "I left / to regret / without saying goodbye to you". Notably, other synonymous introductory terms that convey a similar direct meaning do not participate in constructions that express apologies.

Moreover, the introductory term "regret" can function as a polite refusal in response to inquiries, as demonstrated in the following exchange:

- "Could we sit over there / at that table in the corner?"
- "Unfortunately / it is reserved."

The application of this introductory term as a means of refusal is contextually determined and typically arises within specific communicative situations.

The introductory phrase in question may serve as an indicator of a transient shift in emotional tone, particularly during the articulation of a statement influenced by external circumstances, such as viewing photographs: "My parents are present as well / regrettably, they are no longer with us..." Expressions that incorporate the noun "God" (e.g., "glory to God," "God forbid") are categorized as colloquial. These expressions can convey a range of emotions and psychological states, including fear (as in "God forbid"), hope (also "God forbid"), and satisfaction (as in "glory to God"). For instance, the phrase "God forbid" frequently precedes the mention of an undesirable action, often hypothetical in nature. The etymology of this phrase may be linked to a protective incantation intended to avert negative occurrences. An example of its usage might be: "God forbid / the child has already contracted the illness / considering that the incubation period is twenty days, and we are still administering treatment." In informal discourse, the phrase "не видого" appears in relatively fixed expressions, such as "не видого беда чем беда" and "не видого беда чем." The employment of these expressions is typically associated with cautionary contexts, wherein the content of the warning pertains to adherence to rules, vigilance, and precision in executing specific tasks. For instance, one might say, "First, you must learn all the fundamentals / otherwise, you will be held accountable / and then, God forbid / should

something occur / you may find yourself in a difficult situation." Furthermore, the introductory phrase under examination can convey disapproval, reproach, or even irony, as illustrated in the example: "Here she enters the teachers' room; if, God forbid, you were to glance at her inappropriately, or if you were engaged in conversation with someone at that moment, then it commences; this indicates that she is offended." The phrase "God grant," according to its dictionary definition, is utilized to express hope (4, p. 109). For instance, one might say, "God grant that we will gather again in such a company," as might be expressed during a dinner conversation. Moreover, this introductory phrase can also serve as a stern warning: "God forbid, I will see you here again!" In this context, the phrase emphasizes the semantics of imperativeness, specifically a distinct form of prohibition. Here, the speaker prohibits a certain action to the interlocutor, while simultaneously implying that should this prohibition be violated, there will be repercussions for the subject of the discourse. Expressions incorporating "God forbid" are semantically akin to complex sentences featuring a conditional clause; however, in this instance, the condition is articulated verbally, and the resultant consequence may either be articulated in a separate predicative unit or remain unexpressed. Additionally, the phrase may carry connotations of possibility or probability, as exemplified in the statement: "Who stays, and who, God willing, will walk around London with an umbrella." This usage is closely related in meaning to modal expressions such as "probably" or "possibly." The introductory word in question facilitates the expression of semantics related to disapproval, reproach, and irony. For instance, one might state, "We simply need to expand the range; we currently have 18 lines available, and, God willing, there is a bar of baton in the stores." This construction conveys a subjective assessment regarding the extent of a particular characteristic. The irony lies in the fact that while the introductory word suggests a high degree of manifestation of this characteristic, the reality is that it is, in fact, quite limited compared to what is feasible.

In colloquial discourse, this phrase may sometimes serve as a synonym for the adverb "very." For example, one might say, "Of course, warm your hands and prosper; we are currently so resourceful—not particularly intelligent, but resourceful, God willing". Furthermore, introductory words that express an emotional and expressive attitude toward the content of a statement can also function as responses in dialogue. In this capacity, they can substitute for "yes" and "no," thereby acting as modal words or sentences in conversational contexts. For instance: 1) "Did you make it to class?" "Fortunately!" (which implies "yes," but with added emotional and expressive nuance). 2) "Are you late for the train?" "Unfortunately..." (which also implies "yes," accompanied by an additional expression of apology) (ruscorpora.ru). Depending on the context, each of these responses can effectively replace both "yes" and "no." Expressions such as "Thank God" and "God forbid" can function as response phrases, conveying an additional layer of positive or negative evaluation regarding the events being discussed. In this context, they exhibit a functional resemblance to interjections. Moreover, introductory phrases associated with various semantic categories can also serve as indicators of emotional expression. Within a specific communicative context, these phrases may express emotions while partially or entirely relinquishing their original meanings. For instance:

In the realm of linguistics, introductory phrases that denote the reliability or unreliability of a statement include: "No" / "Well, really! I turn on the television / and there's nothing to watch"; "Stop shouting already, really!" (from a conversation between a mother and her children), which conveys impatience and displeasure; "The question is / maybe / you'll ever consult with me?!" (from an everyday conversation); "Dad! Maybe you'll stop acting up? Pick up the phone", indicating displeasure and irritation. Additionally, introductory phrases directed at the interlocutor to capture their attention include: "But, as you can see, everything turned out differently than we expected" (from a conversation between school teachers); "Well, you were able to get an A in social studies / but not in history / right? Well / as you can see / no," which expresses regret about a particular event, synonymous with another introductory element, "unfortunately." Lastly, metatextual introductory components such as "Calm down / finally / we have already clarified this issue" also serve this purpose.

Speech inherently possesses a communicative orientation, wherein various factors such as the context of the conversation, the subject matter, the characteristics of the interlocutor, and the interpersonal dynamics between the speaker and the listener influence the speaker's mood and emotional state, subsequently impacting their verbal expression. Consequently, the exploration of the "emotional" dimensions within speech and language is of considerable interest to linguists. Introductory words and expressions represent one of the most prevalent mechanisms for conveying emotional evaluations.

Moreover, these elements serve additional functions, including:

1. Preparing the interlocutor for an emotional reception of the conveyed message and exerting influence over their perception;
2. Facilitating the expression of communicative intentions such as apologies, warnings, and polite refusals;
3. In everyday discourse, they frequently carry supplementary meanings that convey emotions such as reproach or irony;
4. Additionally, the meanings of introductory elements may be further nuanced by modal connotations, indicating probabilities or possibilities.

Another notable aspect of the utilization of these introductory elements is their capacity to function as introductory words associated with different semantic categories or as significant lexical items. They can also operate as independent utterances in response to remarks. Consequently, introductory phrases that convey emotional evaluation are frequently observed in discourse. Their primary function is to articulate the emotional state of the speaker and to reflect the speaker's attitude toward factual realities, thereby providing a value assessment along a continuum of positive to negative.

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