



problems. Of particular importance in world linguistics is the study of a language and society, language and thinking, language and consciousness, language and culture, and the enrichment of a language vocabulary, which have long been the main problems of pragmalinguistics and linguoculturology. In linguistics, the specific signs of implicit and explicit influences on the creation or assimilation of new words in a particular region; their similarities and differences are analyzed in detail on the basis of comparative-typological methods. Due to the fact that the linguistic aspects of natural languages, such as lexical-semantic, syntactic, morphological and linguopragmatic, differ to some extent, the comparative study of several languages not only illuminates its peculiarities, but also ensures the continuity of the research in the world linguistics. English vocabulary acquisition is critical to the development of word knowledge and is needed by deaf learners to become at least marginally successful readers of English. Among the many skills needed to become a fluent reader, the ability to accurately identify word meaning is particularly important. The strategies that readers use to build up their word knowledge are honed from birth through the post-secondary school years and beyond by making full use of both the auditory and visual channels of perception. Many deaf people are able to make use of their residual hearing to complement their visual perception of English words, but often their complete acquisition of English lags behind hearing individuals, who have full access to both auditory and visual input.

MATERIALS AND METHODS

Both "top-down" and "bottom-up" theorists place important emphasis on the role of decoding print as one of the fundamental skills for developing reading comprehension. In the process of constructing

meaning from print, word knowledge plays a central role. Trying to identify and report on the exact role of each of the skill areas needed for deaf students to become fluent users of English is an intricate and time-consuming task that has yet to be accomplished by reading researchers. What has already been documented has yet to be put into a definitive format for the everyday classroom teacher to use.

However, a useful discussion of the development of word knowledge in deaf learners could focus on the mastery of a number of word-based variables. "Morphology" is one such critical variable. Knowledge of the basic constituent of words, the "morpheme," should be a major focus in many classrooms for deaf students. Morpheme knowledge is a building block in the development of word knowledge.

Morpheme analysis may be a viable approach for improving deaf students' word knowledge because the morphological structure of English is more apparent to deaf readers in its "orthographic" (written or printed) representation. Morphological structure can be accessed visually by deaf students in their reading and appears more regular and stable once the rules governing English morphology are learned.

What follows is a brief description of basic reading models and their indirect reliance on morphological structures as a core component to increasing word knowledge. Then a brief review of some of the relevant morphological research studies of deaf students will set the framework for suggestions to teachers on how to provide classroom practice for "morphographic" development. This module also contains Guided Practice exercises that allow site visitors to identify and combine English morphemes to create words.

An "emotional response verb" is a verb that expresses an action or a state of an emotional or psychological nature. With an emotional response verb, generally someone feels something. Examples of emotional response verbs are the following:

amuse, annoy, baffle, bewilder, bore, confuse, depress, disappoint, excite, frighten, frustrate, interest, motivate, overwhelm, please, puzzle, shock, surprise

A feature of these verbs is that the emotion has a SOURCE, or stimulus, and it has a EXPERIENCER, or receiver, who feels the emotional response. The SOURCE can be a person, thing, or event; the EXPERIENCER is usually a person, although animals, too, can exhibit responses that we might label emotional.

Here is an example of a sentence containing the emotional response verb thrilled:

The water slide thrilled the children.

Emotional response verb = thrilled

Source = the water slide

Experiencer = the children

As already noted, in conjunction with the auxiliary verbs be and have, the -ing and -ed forms of a verb serve to create a variety of verb tense formations. Used alone, however, the -ing and -ed forms can serve as ADJECTIVES. In this capacity, they add information to noun phrases in the sentence and are called "participles." To avoid the confusion and misunderstanding that occurs with the use of the terms "present participle" and "past participle," the terms "-ing participle" and "-ed participle" are used in this module. When the subject of the sentence and

the SOURCE of the emotional response are the same, as in the above example, the sentence is in the "active voice" (the verb thrilled is active). When the subject of the sentence is the same as the EXPERIENCER of the emotion, as in the next example, the sentence is in the "passive voice" (the verb were thrilled is passive).

The children were thrilled by the water slide.

Emotional response verb = were thrilled

Source = the water slide

Experiencer = the children

For further details on the active/passive distinction, see the SEA Site module on Passive Voice.

Verb, as a stylistically and semantically rich category, can depict feelings in various aspects and shades. In fact, experiences comparable to "joy", "sadness", or "anger" are often conceptualised in Russian as inner states in which one engages rather than as states which one passively undergoes, and so they are often designated by verbs rather than adjectives. Some examples: *radovat'sya* "to rejoice" (in English archaic), *grustit'* (from *grust'*, roughly "sadness"), *toskovat'* (from *toska*, roughly "melancholy-cum-longing"), *serdit'sya* (roughly, "to be angry", but a verb, like "to rage" in English), *stydit'sya* (roughly "to be ashamed"), and so on. Apart from conveying emotions as a state, verbs can also convey emotions as a state in formation (*vlyubit'sya* "to fall in love"), as an attitude (*lyubit'* "to love"), as an influence (*vlyubit'* "to make smb love oneself"), as well as an outward manifestation of emotions (*tselovat'* "to kiss", *obnimat'* "to embrace"). Thus, Russian is extremely rich in "active" emotion verbs. this reason, many scholars describe the tendency to 'active emotions' in Russian (ibid.) and list the following common traits of Russian emotion verbs. First, most (though not all)



Russian emotion verbs are reflexive verbs, formed with the suffix -sya 'self', e.g. radovat'sja (roughly "to be glad"), obizhat'sja (roughly "to get offended"). This fact strengthens the impression that these verbs present the emotions in question as somehow self-induced, rather than due to external causes. Second, many emotion verbs are able to govern the preposition o (ob, obo) 'of/about', just as verbs of active thinking do. This fact supports the idea that emotion verbs link the feeling with prolonged concurrent thinking. Cf.: On dumal o nej. "He was thinking about her." and On grustil o nej. (lit. "He was 'saddening-himself' about her.", i.e. "He was making himself sad by thinking about her.") (ibid.). Third, the active implications of Russian emotion verbs manifest themselves in the way these are used – often on a par with action verbs. Fourth, the active character of Russian verbs of emotion manifests itself, among other ways, in the fact that many of them (in the perfective form) can be used to report speech.

CONCLUSION

With the main research questions in mind (How is other-directed discontent conceptualised 1) semantically and 2) discursively in Russian, compared to English and Spanish?), we should first clarify the meaning of the metaconcept EMOTION in the context of the study. There is certain ambiguity of the (meta)concept as emotions are studied by many sciences. And as Dewaele puts it: "We may have an intuitive understanding of emotions, but their sheer complexity makes them difficult to define". The main sources of controversy in the field of emotion research are: 1) relation between emotion and cognition and 2) universalism of human emotions vs. their cultural/linguistic relativism. According to some, the differentiation between cognition and emotion is becoming more and more foggy, and underlines the

need for new, less fuzzy concepts. Other researchers hold on to more traditional Western view of "emotion as physicality", and "emotion as natural fact". There is also a debate between researchers who defend a more universalist perspective on emotions and others who think that emotions should be investigated using a more relativist perspective, with a focus on the differences across languages and cultures.

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