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THE IMPACT OF CONSCIOUS EMOTIONAL STATES ON LANGUAGE LEARNING

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Rezumat

Fiecare emoție a evoluat pe parcursul civilizațiilor pentru a ne ține în siguranță, pentru a ne ajuta să supraviețuim. Ne aflăm în permanență traversați de emoții negative – frică, anxietate, tristețe, furie, agresivitate, jalozie, rușine etc. Savanții Ekman, Plutchik și Humaine au propus diferite metode de clasificare a emoțiilor. Studiul propus identifică, analizează și clasifică emoțiile negative care au apărut în urma Brexit-ului. Se sugerează tehnici, strategii de gestionare a emoțiilor, cu toate că și emoțiile neplacute sunt îndreptățite. Prin inteligența limbajului se sublimă emoțiile negative. Grija pentru calitatea limbajului se află pe seama lingviștilor, jurnaliștilor, bloggerilor etc.

Cuvinte-cheie: adjudecare, „cerberi” ai limbajului, atitudine intelectuală subtilă, creșterea calității limbajului, categoriile emoțiilor negative

Specific words and (multiword) expressions serve the modern language both in present day policy and in the renovated economy, etc. Their servants are famous (and less known) journalists, state-men writers, editors, personalities, scholars, economists and a lot of common readers. Whenever they write, describe and analyze the new realities, concepts, ideas, new trends it is usually the reader who can adjudicate that the journalists, first of all, are among the accomplished authors with high linguistic attitudes and potential that make up and determine them as the main creators and builders of contemporary language; they can be considered the true “language “watch dogs” that decide what new words and expressions should be notedown in dictionaries and what contention should be preserved, what elements should be left out or entirely changed.

Each social subject cultivates and develops a great variety of things in depth and undoubtedly trains subtle intelligence attitude towards the people's elevated knowledgeable and advanced level of meaning of the next generation's spiritual peak erected by unexplored, brand-new elements among which there are the language up-to-the minute units apt to revolutionize and remold the future generation's spiritual greatness. Watchdogging the language units' development and the ability directed to communication skills embracing empathy, correctness, fidelity, love will be largely used by a friendly, future human society straight-forwarded to human beings, animals, environment, etc).

In order to improve the quality of life, people should be instructed and educated as there are still humans with poor knowledge, etc. That is why the language intelligence level should be improved within a certain concrete generation rather than within an époque (or centuries). One should examine the success of modern IT (Intelligence Technology) that swiftly surpassed the modern intelligence potential level of human beings leaving behind a great number of trained

and well-read individuals; they are based on deep knowledge that improves the individuals' intelligence developing the boldness to exceed the edge of fantasy (imagination).

Language intelligence can and substantially could develop a friendly attitude towards migration, especially during socio-economic and environmental crises creating common bank, investment funds, exchange of students. Those who want to live in isolation are more precautions towards possible natural and social calamities, though these nations do share their experience, aptitudes, skills in order to develop their economy, primarily starting with food, medicine, infrastructure, education, etc. A friendly attitude towards people in need is performed by language performant negotiation skills that have developed a high level potential of intelligence thinking and behaviour, i.e. by reaching the level of intelligence as a result of education encapsulating empathy, towards fellow creatures.

Linguists, personalities interested in the future social progress and social behaviour, journalists, politicians and watchdogging readers, now bloggers etc. are doing their grievous and painful job of checking the beauty, correctness and language intelligence. Their care and love for language greatness will bring in a motion people's consciousness and social openness. Our study has the intention to demonstrate the ways the language watchdogging strive to clean and improve language intelligence potential avoiding „sharp corner's" unacceptable wording persistently sweeping negative emotional utterance.

There were identified modern world circumstances that gave rise to utilize negative emotions. The authors of this study have read more than one hundred articles describing the exit /the divorce of the UK from the EU. The event has an enormous impact on political and social relationship among communities, countries and continents. Some people who had an ardent desire to leave the EU would be happy to return their sovereignty, some wouldn't. The greatest majority of writers and readers pay a great attention to certain politicians, different parties, activists, economists etc.

The purpose of this research is to see how much did the language **change** its vocabulary intelligence and what kind of emotions prevail in the society.

The means to create expressions with negative emotions is drawn attention to in the article "UK opposition Labour's McDonnell says must work to block a "no deal Brexit". Reuters, May 26, 2019)

The categories of negative emotions. Readers reactions towards the UK's governors, Labour Party, the EU, Th.May, Boris Johnson, Farage Nigel, citizens of the UK, Remainers, Left and Willson.

1. Expressing negative thinking toward two leaders' friendship:

Ex.: *Boris Johnson and Trump make a "good" pair* (the reaction of the reader- Outsider 217). To make a 'good pair' **renders** negative emotion –i.e. the author uses quotation marks to change or reverse the original meaning; the author method to avoid negativity is the *antonymous approach*. **Some writers convey negative emotions with irony ('good' pair –bad pair).**

2. Expressing threat towards 'extremist Brexiteer' in the sentence: Ex: *"There is real threat now of an 'extremist Brexiteer' becoming the leader of the Conservative Party and taking us over the cliff edge of a no deal". The reader identifies several categories/forms of negative emotions, namely: 1). Words the roots of which contain the innate negative meaning – 'fear' empowered by the adjective 'real', forming 'real fear' - a strong negativity and 2) words that don't contain negative meaning in their origin, but 2) acquire it due to certain unfavourable, dangerous or contradictory environment such as: a) leader of the b) Conservative Party, where*

both the leader and the Party itself lost credibility to voters provoking uncertainty, economic instability, loss of jobs. Historically, the expression ‘to take the citizens over the cliff edge’ preserved its strong negative emotions with the meaning to lead smb to a wrong/dangerous place. The last category of negative emotion can be identified by the particle ‘no’ in the expression ‘no-deal(Brexit)’.

So, to conclude: the methods to exteriorize negative emotions are diversified. Some of them remained in use since Adam was a boy and they continue to serve the language, others acquire negativity mirroring the contemporary reality.

3. Criticizing a member of the parliament- the contradictory McMalthouse.

Ex.: „*Will seek*” does not mean *will be able to bloc*” (Reaction – Alex Capricorn).

4. Criticizing the inconsistent PM, Boris Johnson:

Ex.: (Irony) ‘*May be send Boris back to New York*’(R.-Andre Morris)

5. Demonstrating an opposite attitude towards Remainers. Ex.: “*Leave means leave*” (Reaction –User),

6. Criticizing clashing left. Ex.: “*...Left wants ... to replace national sovereignty with international governing bodies*” (R. Bill)

7. Criticizing Wilson and Left (wing) – unelected bodies. Ex.:’ *..100 years ago Wilson proposed the League of Nations and Left wanted to treat every problem in the same. was.. more power to unelected bodies*”. (R.-Me).

8. Criticizing the ‘genetic structure’ of a Labour. Ex.: “*Labour can’t do anything other than cling (Ro:a fi adeptul - Ру:цепляться) to the EU. It is in the Party’s genetic structure*” (R.-SecretCow boy).

9. Criticizing McDonnell, the UK Housing Minister. Ex.:’ *It is going to block a deal bid not going to do anything about actually getting a deal either*’(R.-Alan).

10. Criticizing the EU, DUP, Mr. McDonnell: Ex.: “*The EU has stated that they won’t renegotiate, and the DUP won’t accept the proposal, so now Mr.McDonnell think anything will get past* (R.- Alan);

11. Negative attitude towards LabourParty’.

Ex.: “*Have just wiped Labour of the bottom of my shoe*” (R-Bill);

12. Criticizing the EU: Ex.: “*Let’s see. May’s deal was to pay the EU a tone of money , no representation on EU polices, and you to still follow the EU rules. Tell the EU to F-off, you are paying nothing and following none of their rules. If EU countries want to do business with the UK set up a deal , hell, start the dialogue now* (R.-Me).

13. Criticizing the power leaders of the UK: Ex.: “*The loud mouthed Boris and Nigel Farage told a bunch of lies.*

Criticizing Boris and Farage: “*The gullible traditional EU haters imbibed all the lies without thinking things through. Where were Farage and Johnson during the leadership bid that brought May, to power? They are not leaders. They only shout on roof tops. They can’t lead showing inconsistent comportament of British towards EU*(R.-Fred).

14. Critisizing the Europinion Union utilizing pejorative expressions:

Ex.: “*Brits: just get the hell out of the EU anyway you can. The EU is just using Britain for a piggy bank to pay welfare to all the Pigs of Europe. All you get out of the EU is passportless travel to the Continent* (R.-Fred). *idea*

15. Negative inconsistent thinking towards the EU:

Ex.: “Don’t you think you have better uses for your taxed than given them away to countries that can’t manage their own finances? Wise up and get out of the EU” (R.- J&B)

16. Addressing reverse critics towards the citizens of the UK:

Ex.: “I really hope the UK gets the do-deal they want because then they will have to finally have to wake up to the fact that they royally screwed themselves” (R.– Anne Anynomous);

17. The converse reactions of the article, the author, verily , addresses the “white” Brits:

Ex.: “Many Brits, “white” ones, just eat up one liner BS slogans that stokes their Ratred and savage instincts. They have no idea what a Brexit with no deal really means. Let them get out and face recession, higher prices, cross border nightmare” ... (R.-The Cleaner).

18. Expressing negative antagonistic attitude towards governors of the UK using grotesque words: Ex.: “Labour should be a prescribed group because of their preacherous members...and Any Party that has the ludicrous wig-wearing Diane Abbot in it must never be allowed into Governemnt – she is a disgrace and an embarrassment (R.- The Cleaner).

DISTIBUTION OF NEGATIVE EMOTIONS

(in the article "UK Opposition...", Reuters, May 26, 2019)

Table 1

Categories of negative emotions	Productivity of negative emotions	Rate of neg.emot.	Reder^s reaction	Degree of occurance
1.UK governors	1, 3, 4, 9, 10, 18, 13, 15,	8	4.4%	1-st place
2.Labour Party	11, 8	2	1.1%	4-th place
3.The EU	12, 14, 15	3	1.7%	3-rd place
4.Th. May	12, 13,	2	1.1%	4-th place
5.Boris Johnson	1, 13, 4,	3	1.7%	3-rd place
6. Forage Nigel	13	1	0.6%	4-th place
7.Citizens of the UK on Brexit	16, 17, 2, 11	4	2.2%	2-nd place
8.Remainers	5	1	0.6%	4-th place
9. Critisizing Left	6	1	0.6%	4-th place
10. Critisizing Left and Wilson	7	1	0.6%	4-th place

The list of multi-words (and five one-word negatives)conveying negative emotions in the society and in a context referring to leaders in a crucial historical event .

1. ... both leaders make a “good” pair
- 2... to be able really to block the no-deal
- 3... to send back (to a wrong destination)
- 4... to block the deal but not otherwise
- 5... a) not to renegotiate
- ... b) anything will get past
- ... c) preacherous
- ... d) ludicrous
- e) wig-wearing
- ... f) disgrace
- ... g) embarrassment

- 6... *not to think things through*
- 7... (countries) *to not be able to manage own finances*
8. ...one (multi-) word negative emotion

Conclusion: 1. Multiword expressions dominate rendering negative emotions in modern context portraying a major social tumble.

2. Words and multiword expressions render negative meaning that only taken together in a certain consequence provide new, opposite and unequivocal meaning.

3. The multiword negative occurrences predominate (to more than 17-fold subsumed in the research).

4. The fragrance of negativity is disseminated by (at least) two ways: a) preserving the historical innate background and b) coining new occurrences' background developed on the base of social and political tumult.

5. Negative emotions are represented by the main parts of speech as nouns, adjectives, adverbs, verbs, pronouns (**She** for Th. May, or MP Diane Abbot, **He** for Boris Johnson, **They** for the Government etc.) ,reverse meaning of set expressions, proverbs, conjunctions, particles, quotation marks (as for oral speech the fragrance of negativity is also vast: the gesture, position, smile, tears, blinking, frowning and other visible and invisible (mood, conjecture, luck) hints.

6. The quality of language is provided by famous and less known editorial teams, obviously by journalists, experts in orthography, linguists, also the bloggers, who are the true Sisyphus hard workers in language intelligence 'watchdogging'.

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LIBERTATEA ACADEMICĂ – ORIENTĂRI, LĂMURIRI, JUSTIFICĂRI

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Abstract

Among the determining factors of the evolution of society in the modern age are democracy and science. The latter organized any activity and gave man the criterion of searching for and finding the truth, while democracy gave human intelligence the freedom of the boldest research and the raising of all problems. Today, education and teaching are called to penetrate deeply into social reality, to transform it and to create a new spirituality and morality. We could say that the dominant feature of education is the unity of general and professional training designed as a direct preparation for life.

Keywords: globalization, academic values, education, responsibility, liberty, academic community.

De-a lungul istoriei lor, instituțiile de învățământ au fost responsabile nu numai de predare și cercetare, dar și de promovarea valorilor etice și morale normative. De fapt, în secolul trecut,