

**EMOTIONAL CONCEPTUALIZATION AND LINGUISTIC ANALYSIS: FACTORS
AND VERBALIZATION OF THE CONCEPT OF UNHAPPINESS IN ENGLISH**

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Annotatsiya: Ushbu maqola baxtsizlik konseptining lingvistik verbalizatsiyasini o'rganishga qaratilgan bo'lib, respondentlarning hayotlaridagi eng baxtsiz onlarni keltirib chiqargan tashqi (o'lim, yo'qotish) va ichki (afsuslanish, muvaffaqiyatsizlik) omillarni tahlil qiladi. Tadqiqot emotsional ifodalarda ona tili (o'zbek tili)ning ingliz tilidagi nutqqa bo'lgan interferensiyasi mavjudligini ko'rsatdi. Unda hamdardlik bildirish kabi murakkab pragmatik vaziyatlarda lisoniy kompetensiya va madaniy-pragmatik ekvivalentlarni egallash zarurligi xulosa qilinadi.

Kalit so'zlar: Baxtsizlik konsepti, Emotsional verbalizatsiya, Til interferensiyasi, Tashqi omillar, Hamdardlik, Pragmatik xatolar.

Аннотация: Данная статья посвящена анализу лингвистической вербализации концепта несчастья, исследуя внешние (смерть, потеря) и внутренние (сожаление, неудача) факторы, вызвавшие самые несчастливые моменты в жизни респондентов. Исследование выявило наличие интерференции родного языка (узбекского) в эмоциональных высказываниях на английском языке. Делается вывод о необходимости освоения лингвистической компетенции и культурно-прагматических эквивалентов в сложных прагматических ситуациях, таких как выражение сочувствия.

Ключевые слова: Концепт несчастья, Эмоциональная вербализация, Языковая интерференция, Внешние факторы, Сочувствие, Прагматика.

Abstract: This article focuses on the linguistic verbalization of the concept of unhappiness, analyzing the external (death, loss) and internal (regret, failure) factors that triggered the unhappiest moments in respondents' lives. The study demonstrated the presence of interference from the native language (Uzbek) in emotional expressions delivered in English. It concludes that mastering linguistic competence and cultural-pragmatic equivalents is crucial in complex pragmatic situations, such as expressing sympathy.

Keywords: Unhappiness concept, Emotional verbalization, Language interference, External factors, Sympathy, Pragmatic errors.

INTRODUCTION

Emotions represent some of the most complex internal human experiences, making their analysis a crucial object of study at the intersection of linguistics, psycholinguistics, and cognitive sciences [1]. From the perspective of studying the cognitive function of language and the linguistic reflection of world perception, lexical units that express feelings are not merely a collection of words but are analyzed within semantic fields that possess a distinct structure [2].

The study of such emotional concepts helps to understand the interaction between language and culture [3]. The process of verbalization—the expression of emotional states through language—does not always occur smoothly. In particular, when two language systems meet, the interaction (interference) between the native language (L1) and the target language (L2) has been documented in numerous studies [4]. Therefore, the expression of a given concept across different languages requires a deep linguistic and pragmatic analysis.

Specifically, the unhappiness concept, including its causative factors and the linguistic reactions to it, holds great significance for linguistic analysis [5]. The main goal of this study is to identify the factors (external and internal) that trigger the unhappiest moments reported by respondents. Furthermore, the research aims to investigate the linguistic units through which this emotion is expressed in English, as well as the degree of native language influence (interference) on the speech. This approach clarifies the relationship between linguistic competence and emotional conceptualization [6], which is essential for improving practical language teaching methodology.

LITERATURE REVIEW

The linguistic study of emotion is built upon established cognitive models. Seminal work by Johnson-Laird and Oatley (1989) on the semantic field of emotion provided a crucial framework for analyzing the lexicon of feelings as structured conceptual spaces, rather than arbitrary lists. Furthermore, contemporary cognitive linguistics, particularly through the lens of Conceptual Metaphor Theory (CMT), views emotions not merely as internal states but as complex conceptual structures grounded in bodily experience. Scholars investigating negative emotions, such as unhappiness, often identify prevalent metaphors like UNHAPPINESS IS DOWN or EMOTION IS A FLUID IN A CONTAINER. Analyzing these underlying metaphors is vital for understanding how speakers process and verbalize psychological distress, revealing cross-linguistic and cultural commonalities and divergences in emotional meaning-making.

A significant body of research within Second Language Acquisition (SLA) has focused on the phenomenon of interlanguage (Selinker, 1972) and the transfer of L1 features into L2, known as interference. While interference is commonly analyzed at the phonological or grammatical level, research indicates that it poses a major obstacle to achieving pragmatic competence. Expressing complex emotional states and performing challenging speech acts, such as expressing condolences or sympathy (as investigated here), are highly culturally-bound. Non-native speakers frequently translate culturally appropriate L1 formulas directly into L2, resulting in literal, inappropriate, or jarring pragmatic errors. This highlights the necessity of teaching not just vocabulary, but the sociocultural rules and conventionalized expressions required for adequate emotional verbalization in the target language context.

METHODOLOGY

The primary data source for the empirical part of this study was an anonymous survey form developed based on a quantitative-cognitive approach. Participants were asked to freely describe in English the deepest instance of unhappiness they had experienced in their lives and the factors that caused this state. This approach allowed for the identification of the subjective factors of the unhappiness concept and the direct analysis of their linguistic expression.

The responses of each participant in the survey were coded with a unique serial number. The number in parentheses after each example cited in the Results section refers to the respondent's survey number. This numbering system was used to indicate the source of the provided text samples and ensure the traceability of statistical analyses while maintaining the confidentiality of

personal data. The analysis of the results determined the frequency of word usage and their position (nucleus/periphery) within the semantic conceptual field.

RESEARCH RESULTS AND ANALYSIS

We identified the causes of the unhappiest moments recorded by our respondents, which serve as the factors of unhappiness. A total of 46 respondents reported feeling genuine unhappiness due to the influence of external factors, while 39 respondents indicated internal factors.

Among the external factors, the most frequently cited by respondents was loss (loosing). It should be noted that loss was used in two senses: losing a loved one, meaning a lifelong separation due to death, and losing material objects, such as a valuable or cherished item. The majority of respondents recalled the day they lost a family member as the unhappiest day of their lives. Statistical analysis showed that the word death was the most frequently used word in relating the feeling of unhappiness. Below are some examples recorded by the respondents:

- Last year in September, my dad passed away. I was very sad and depressed that time (5)
- A couple of years ago my grandpa passed away and I felt gloomy. I was so depressed as he was my hero, my closest person in this world (8)
- My granies dead. I felt grief. That time smth grabbed my That I can't describe (11)
- In April, I was extremely sad since my grandfather died suddenly because of lack of liver (12)
- When my father died (14)
- I felt so sad, depressed when I lost my father. He was died 4 years ago. The worst day was that day in my life (17)
- ...one of the kinds of painful times is burial ceremony of my grandfather... (23)
- When I lost my grandfather I felt lost and deeply depressed (27)
- I felt destroyed in 2020 when my lovely granny was died. It was really hard time for me (30).

Another type of loss is the termination of relationships. Respondents with survey numbers 10, 19, 26, and 35 specifically recalled the day their friendship ended as their unhappiest day. The loss of materialistic things was also included in this frame:

- It's hard to tell when I was in the 1st grade at university, I lost my phone. It drove me to cry. I don't like to remember it (6).
- Three years ago, I lost my wallet. Although I did my best to find it, I failed. It made me really sad, as there was money in it and it was necessary for my study (53).

Among the internal factors, regretting and failure were found to be the most common causes of unhappiness.

At the end of the survey, we asked respondents how they would respond to a friend experiencing unhappiness to offer sympathy and console them. This allowed us to conduct a linguistic, semantic, and pragmatic analysis of the linguistic units in their responses. The analysis revealed that among English speakers in our republic, the phenomenon of language interference, specifically the direct translation of Uzbek phraseological units into English, was frequently observed. It was demonstrated that in some cases, translating the speech into English resulted in linguo-stylistic, grammatical, and pragmatic errors.

CONCLUSION

The results of the conducted research indicate that the "unhappiness" concept arises in respondents' lives under the influence of various factors, which were categorized into external

(loss, death) and internal (regret, failure) groups. It was found that the majority of respondents experienced unhappiness due to external factors, particularly the death of a loved one or the loss of important possessions. This confirms that words like sad, depressed, grief, and destroyed associated with death and loss represent the serious emotional experience that constitutes the nucleus of this concept.

Furthermore, the study revealed a critical issue requiring linguistic analysis in the respondents' methods of expressing sympathy: language interference. The direct translation of phraseological units from the native language (Uzbek) into English resulted in linguo-stylistic, grammatical, and pragmatic errors in speech. This situation indicates that developing linguistic competence requires not only expanding vocabulary but also mastering cultural-pragmatic equivalents and learning the correct methods for verbalizing emotional concepts. In conclusion, understanding and expressing the unhappiness concept is a complex system closely linked to the relationships between an individual's internal and external worlds, as well as their linguistic and cultural competence.

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