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Саматова Г. Роль адъективных групп слов в речи

Samatova G. The roles of adjectival groups of words in speech

В статье рассматриваются некоторые слова прилагательных которые имеют свои значения в преподавании английского языка

Ключевые слова: прилагательные, речь, методика преподавания, классификация

The article is about the roles of adjectival groups of words in speech and the role of them in teaching English

Key words: adjectives, speech, methods of teaching, classification

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Without the use of adjectives, actually, we lose a lot; and we may be short in expressing our emotions, opinions, and the impressions we have about a given subject. We are going to see to what extent the use of adjectives (esp. adjectives of quality) is helpful in our interactive contact with the others?! See this example: Yesterday, I bought a car.

This sentence seems stiff and dull. It may make you respond to it indifferently because the speaker is giving a vague idea about the car he had bought. His sentence doesn't really carry a complete well-spoken idea. What the speaker needs to make his sentence expressive, attractive and provoking, is by relying on adjectives to colour it and present it in a beautiful structure. Now compare the first sentence with the following: Yesterday, I bought a red car.

The image is getting a little clearer with the adjective «red». Now we know something new about the car. It is not yellow or black, it is rather red. However, actually, it is not yet fully clear enough for us to form a complete image about the car so as to estimate or underestimate it. Therefore, one sentence can bear as many adjectives as you like, provided that they don't raise misunderstanding or confuse the listener. Yet, the speaker should normally respect the appropriate organization of adjectives in a sentence.

Is this order of adjectives in sentence compulsory? Is it based on rules? Let's tackle and illustrate this issue through investigating the impact of the use of adjectives on our «stiff» sentence. What is the most appropriate word-order we should respect to reach a complete multi-adjectival statement? Suppose the speaker wants to tell us

about the size of the car; and he chooses to depict his car as «small». Where shall he place the new word in the sentence? Before or after the previous adjective, namely: «red»? Look at it this way: Yesterday, I bought a small red car.

The sentence in its new structure gives more information about the car. We, lucky as we are, have the opportunity to know that the car in question is not a big one. Thanks to this adjective we become able to make our image of the car a little bit clearer though some more details are still in need. These details cannot be provided, so to speak, unless other adjectives come to complete the image in our minds. The structural issue, on the other hand, is to justify the placement of the adjective «small» before the adjective «red». Why couldn't we say instead: [Yesterday, I bought a red small car]? This form is inaccurate. The word ordering, in a sentence, is not moody at all. The accuracy of the sentence here is controlled by the respect of this order, notably: «shape = small» then «colour = red» but not vice versa. Now suppose the speaker intends to praise his car and decides that the adjective 'beautiful' is the most suitable to give his opinion about it, what shall he do? Where shall he place it among the previously stated adjectives? Look at how the sentence should be structured: Yesterday, I bought a beautiful, small, red car.

All these details are boring but unavoidable to make the structure more formal and accurate. The 'beautiful' adjective, on the other hand, is quite interesting in the making of the image. It is not a piece of evidence but it is simply an opinion that could differ from any one else's. The rule says that the opinion is always initial when a range of adjectives are used that's why the speaker places his 'beautiful' opinion adjective first. The adjective describes it as beautiful and this opinion is essentially contributing in depicting an almost complete picture. And that's not all. Our sentence is able to bear as more adjectives as we wish but under the very specific conditions we are trying to clarify here. Now let's go on imagining this famous car as being made in Japan. How can the speaker introduce this new important information?

Yesterday, I bought a beautiful, small, red, Japanese car.

The beautiful small car is made in Japan, which we didn't know before the use of the adjective «Japanese». It improves the picture of the car in our minds and also in the way we conceive the object. The car hasn't got an American or European origin. It is simply Japanese. The newly introduced adjective has to be placed at the end of the list of adjectives already stated. However, it is not the last in the order. Another adjective, notably the one which gives us information about the material with which the car was constructed, is the last ring of the chain. That's amazing, isn't it? Let's go on with it and see the way we are placing the new adjective, Yesterday, I bought a beautiful, small, red, Japanese, plastic car.

We've finally reached a quite complete image of this famous car. In English it is not, normally, allowed to go beyond these five adjectives in a sentence. Their variety is supposed to be enough to make any described object lavishly clear. Therefore, any more adjectives of quality in one single sentence generally lead to ambiguity or distortion of the image. That's greatly enough like this. The construction of a syntactically correct structure of a sentence, in which the adjectives are the basis of transmitting a complete clear message, implies the use of the specific number of adjectives; each of which has to refer you to a piece of information complete in itself but a brick

completing the others. It means that no adjectives of the same category should be used more than once. Once these rules are respected, not only will adjectives make your sentences correct and clear, but they also will decorate them and make them look formal and adept. With this order in mind, you can make as many sentences as you wish. You will successfully express yourself formally if you follow the correct order of the adjectives in the sentence. This classification system is not negotiable, however. Methodology of teaching adjectives. Since we want students to use colorful language in their creative writing when they are describing details about settings, people, and things. It might be good for your students to draw a picture of a place, a character, or a thing that they might be writing about in a narrative ,etc. Then, have them write adjectives around the picture, and draw a line from the adjective to the specific detail in the picture they are describing. This is a creative way to help them realize they must paint a clear picture for the audience who maybe reading their writing, and to let them practice putting those adjectives to good use in a fun way. So we may conclude that in teaching adjectives the practical way of teaching is more efficient rather than theoretical approach. Showing pictures, objects and other qualifiers and using them while teaching is an excellent way of teaching adjectives.

To conclude we suppose that the adjective of English language and its qualities as a part of speech demands further study from different points of view. Adjective as a part of speech is the core class of word in effective language usage and knowing its functions, specifications, rules of using adjectives demands further exploration of the problem of adjectives in English grammar.