



ASSESSMENT CATEGORY AS AN OBJECT OF LINGUISTICS

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Abstract. *This article describes the creation process of the linguistic landscape of the world within the framework of the interaction of objective and subjective factors, the objective factors are based on the laws in reality, and the subjective factors are related to the biological and social characteristics of a person, the interaction of these factors explains the choice of linguistic units.*

Key words: *objective and subjective factors, linguistic landscape, language units, category, grammatical and lexical tools, semantic category, emotion*

INTRODUCTION.

The study of language from the point of view of anthropocentrism requires that it be researched within the epistemological framework of objective being-thought-language-culture [Safarov 2015, 287]. The thinking that reflects the existence in the language summarizes the phenomena of reality in one way or another, simplifies the connection between them as much as possible, and imbues it with the characteristic of subjectivity. All this indicates that human cognitive activity is prone to creativity. The same subjective element is preserved in the linguistic realization of thought and affects the way the outside world is reflected in the language system. As a result, the formation of the linguistic landscape of the world depends on how much a person perceives reality, how he “looks” at this reality.

At the same time, the creation process of the linguistic landscape of the world takes place within the framework of the interaction of objective and subjective factors. The first of them is based on the laws in reality, and the subjective factors are related to the biological and social characteristics of a person. The interaction of these factors ensures the selection of linguistic units. As Sh.Safarov pointed out, “the choice of a sign-property that is preferred in the naming of signs-phenomena in reality is never free, involuntary, it is based on the objective essence of this sign-property in the development of social life and nature” [Safarov 2015, 299]. The level of accuracy of the linguistic realization of an objective entity can be determined by observing the nature of phenomena occurring at different levels of the language system.

Manifestation of language units in one or another form, expressing a certain meaning, performing a necessary pragmatic task in the course of speech actions shows that it is related to human activity. N.Mahmudov, noting that language is a multitasking phenomenon and its integral essence cannot be defined based on a specific task, language in fact, in addition to the communicative task, “knows the world, collects, preserves knowledge, conveys it to the next generations, develops spiritual relationships states that it fulfills a number of tasks, such as reflection and realization of categories of beauty” [Mahmudov 2017, 55]. Among the listed tasks, the act of evaluating the “realization of categories of beauty” itself indicates that it is the research object of linguistics. Without words, a person is able to evaluate things and objects, events, and interpersonal relationships through speech. The emotional, spiritual, and intellectual evaluation of the positive or negative characteristics of reality indicates that the study of this comprehensive phenomenon is important for understanding the essence of language.

It is, of course, difficult to determine when the term “evaluation” appeared in linguistic studies.



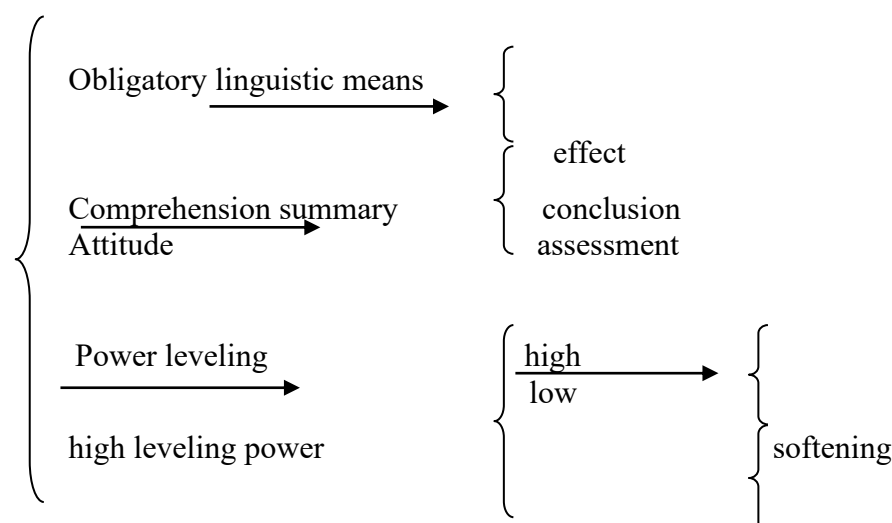
However, records of this event are often found in ancient manuscripts.

The evaluation phenomenon has been extensively studied in Western linguistics, and the scientists engaged in the analysis of this phenomenon distinguish three research directions: appraisal theory, status, relevance theory (status/relevance theory), metadiscourse (metadiscourse).

The theory of value determination was formulated by representatives of the London School of Functional Linguistics, and promotes the idea of evaluating things from the point of view of social experience, determining their value [Martin 2000; Martin, White 2005; Martin 2003]. Within this theory, special attention is paid to the description of grammatical and lexical tools that ensure the realization of evaluation activities. In this, the factors that determine the ways of conscious and systematic use of assessment structures are taken into account, and the activation of these factors in various texts and formal communication situations is studied. In the value system, the discursive meaning takes the leading place and is composed of the semantic categories of attitude, commitment, and gradation. J.Martin and P. White describe this system as follows [Figure 1]:

The structure of the value system.

Figure 1.



If feelings, emotions, conclusions, behavior and events are evaluated in the described system of attitudes, actions to realize these relations are carried out in the system of obligation. In the ranking system, the levels of events are determined, and the range of emotions expands.

Actions of affect, judgment and appreciation interact in the described system. The exposure stage requires the use of the language reserve to define the emotions felt in the experience, the emotional impact of perceived objects and events. At the conclusion stage, the used linguistic forms, in turn, serve to evaluate human behavior based on the norms accepted by the community. Finally, at the last stage, events and objects are evaluated in relation to their importance and value in human life [Martin, White 2005, 36]. So, affect forms evaluations of an emotional, ethical, moral, and aesthetic nature. Compare: [Martin, White 2005, 58].

- A) I feel happy that they've come; I was glad that they came;
- B) It was silly of them to do that; These things of theirs are folly;
- C) They see it is beautiful; They think it's beautiful.

Researchers note that affect, conclusion and liking semantic categories consist of different meaning areas. In particular, the affect category includes happiness and sadness, satisfaction and dissatisfaction, security and unreliability. The summary category, in turn, is divided into two main types: social respect and social support. In the category of liking and approving, actions such as being affected, comforting, and appreciating are performed. In this case, the impact occurs in connection with the attention-grabbing of the speech activity, and the social significance of the speech event is determined at the basis of appreciation. For example:

- D) I felt guilty about canceling; I feel guilty for being late;
- E) I felt disgusted with / by the smell; I felt disgusted by the smell.



Although J.Martin and his co-author said that the mentioned categories of meaning are equal in the system, it is noticeable that the effect differs from others in nature. Because the effect is related to the subjective reaction to something, the other two categories determine the social value of things. However, it is not advisable to draw a sharp line between these categories. It is possible to observe the activation of the same language units in their linguistic realization.

In addition, the authors consider the object of analysis to be “semantic resources” [Martin, White 2005, 34]. This testifies to the fact that they are more interested in what meanings are expressed than in the characteristics of linguistic phenomena.

Another British linguist, S.Hanston, distinguishes three functions of evaluation: determining the status (evaluates the object outside the proposition); value assignment (the object is evaluated outside of the text and within it); determining the importance of things [Hunston 1989, 213; Hunston 2004, 188]. It is not surprising that the scientist was more interested in the analysis of the hidden expression of value, so he was forced by the difficulty of distinguishing between the valuable and the simple image of the world scene, and focused his attention on the tasks of types of value. The recommendations offered by S.Hanston are aimed at distinguishing three stages of the evaluation process: a) identification and classification of objects to be evaluated; b) distinguishing from others by determining the value of this object; c) determining the importance of the information being reported. Along with the differences between the stages of action, their interrelationship, one complementing the other, is clearly visible.

It is known that the addressed «objects» have a discursive nature, are in the form of a proposition that conveys certain information, raise questions and allow conclusions to be drawn. Since each proposition has a discursive nature, classified objects appear throughout the text. Consequently, their value is contextual and often implicit. For example, the value related to the construction of the text is formed in a section of whole seasons, starting from a single sentence. Meaning, on the other hand, can be revealed in a certain text fragment.

Clearly, the approach proposed by S.Hanston is somewhat different from previous theoretical approaches. Indeed, this approach is based on the analysis of more isolated objects and texts. Although previous authors J.Martin and P.White focused on specific cases, they aim to cover more general aspects of the assessment content. In addition, Hanston’s classification of value determinants is somewhat limited and does not fit the model recommended by previous authors. According to the scientist, the standard and scope of the meaning of the assessment is “obedient” to the nature of the object being evaluated [Hunston 2004, 164]. In other words, the status of the thing-phenomenon being assessed is determined in connection with the description of the act of assessment.

The point of view and opinion of the subject is also of special importance in the activation of the evaluation action. English linguist D.Biber interprets the concept of “stance” as the expression of the speaker’s attitude, feeling, opinion, and obligation (about the truth of the information) to the reported information [Biber, Finegen 1988, 24]. Later, in Longman’s Grammar of Spoken and Written English, this concept was expanded to epistemic, attitudinal, and style perspectives [Biber, et al. 1999, 974-975].

Epistemic perspective is related to modality, reporting the speaker’s belief, doubt, or some deficiency about a proposition or source of information. The attitude point of view provides information about the feelings of the speaker and the conclusions that determine the value of the object. In this case, it is proved that evaluation and emotion are often accompanied. The stylistic point of view, in turn, reflects the speaker’s or writer’s judgments about the course of communication actions.

The theory presented by D.Biber and his co-authors is not without problematic comments. First, this theory is based on the analysis of a single grammatical indicator that can be used instead of lexical means of expressing subjectivity. In other words, these authors plan to study “the participation of the grammatical device in the formation of propositions by an individual” [Conrad, Biber 2000, 59]. However, it is a difficult task to draw general conclusions, taking into account the discursive activity of only one ravis. Secondly, the indicator of style cannot always be included in the category of evaluation, and this has already been noted by scholars who have studied evaluation actions in the application of corpus linguistics [Hunston 2011, 26]. Thirdly, there



are those who deny that the indicators of the point of view belong to the evaluation category. The units of speech studied by Konrad and Biber are only means of expressing a point of view.

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