Exploring the Assessment Category in Linguistics

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A B S T R A C T

This article analyses the means of expressing the category of assessment in the English language in the anthropocentric aspect. This is due to the fact that recently the attention of linguists more and more attracted by the subjective aspect, which includes the evaluative attitude of a person to the phenomena of reality, since in the process of cognition and in the process of communication a person expresses his attitude to the world.

Recently, in modern science, the problem of knowing a person, his characteristic features, value systems, traditions and beliefs is increasingly coming to the fore.

Researchers are focusing on that language is intended for man, i.e. language is anthropocentric, and all linguistic categorization of objects and phenomena of the surrounding reality is focused on a person. The anthropocentrism of the language as a whole, apparently, also determines the most active transformations systems when operating in that area centred on man and phenomena associated with it.

The problem of assessment has long attracted the attention of representatives of various fields of knowledge and thus determined the interdisciplinary nature of its study from the philosophical, logical, psychological and linguistic points of view.

In linguistics, "assessment" is concluded; first of all, it correlates with its logical interpretation, since logical and philosophical categories distinguish the conceptual basis of linguistic categories. The structure of the evaluative statement goes back to the logical exclusion of the assessment: subject, object, character and basis [1, p. 189].

The subject of assessment (a person or a group of persons) ascribes a certain value to some object, phenomenon, and process of the material or spiritual world. The subject matter can be viewed in different ways. In a narrow sense, it includes only those values that have a positive meaning for the subject. With a broad interpretation of this concept, it includes not only positive, but also zero and negative values.

By nature, the assessment can be absolute and comparative. An absolute assessment is an irrelevant attribution of value to one object or to a class of homogeneous objects. Comparative assessment is expressed through the attribution of value to one object or class of objects by comparing them with similar objects or classes [2, p. 38].

The basis of the assessment is that in terms of which the value is attributed. Not all of these parts are explicitly expressed in the value statement, but this does not mean that they are not required. In addition to the four main components of the logical structure of the assessment, it is customary in linguistics to consider the rating scale and stereotypes that the assessment is focused on in the social representation of a person.

Strictly speaking, the assessment structure in natural language is much more complicated: it includes a number of components, including optional ones. The latter include motivations, classifiers, various means of intensification and deintification [3, p. 12–14]. The relationship between the concepts of "assessment" and "evaluation" deserves special attention.

The subject of the study is the semantics and structure of evaluative words, evaluative nominal and verbal phrases in the anthropocentric aspect in the English language. Indicative of modern linguistics is the increased interest in communicative side of linguistic phenomena, to the study of their speech updating.

The aim of this study is identification of characteristic features in the structure and semantics of evaluative words and phrases in anthropocentric aspect in the English language, features of their functioning in speech and artistic discourse.

The category of assessment in linguistics, being a category expressing the attitude of the speaker to object of reality, is universal. In the language under study, it is expressed in different levels of language. In the dictionary of linguistic terms, the concept of "assessment" is a judgment the speaker, his attitude - approval or disapproval, desire, encouragement, etc. - as one from the main parts of the stylistic connotation [1, p. 305].

Thus, the concept of assessment is largely associated with the designation of a logical category and its implementation in the language, while the concept of assessment acts mainly as a linguistic category, in particular, as a component of connotation. Thus, assessment is a property of language units, and assessment is an opinion about the subject [4, p. 34].

In linguistics, it is customary to distinguish between an explicit, or explicit assessment, and an implicit, or hidden one. Explicit assessment is a way of expressing open assessment, but is less common due to its dual impact on the addressee. This type of assessment is implemented by using a kind of "labels that are instantly perceived by the addressee, without requiring efforts to decode them [2, p. 42]

An implicit assessment is more relevant and in demand by communicants, as "it is able to "unobtrusively impose" the given conclusions on the addressee" [2, p. 40]. Within the framework of the lexical way of expressing assessments, emotional and rational (intellectual) assessments are distinguished. Emotional assessment is more subjective, since it serves to express the individual attitude of the addresser to any object, process or phenomenon of the surrounding world, regardless of its objective properties.

This type of assessment is "a certain reaction of a person to objects and phenomena of the surrounding world that affect the speaker's personal world, his goals and attitudes, norms of behaviour and which, therefore, he perceives as important for himself" [5, p. 84].

Rational assessment involves a certain understanding of the object in terms of its compliance with the established standard, which can have a whole range of characteristics: ethical assessment (good - evil), aesthetic assessment (beautiful - ugly), intellectual assessment (smart - stupid), etc. In addition to the emotional and rational basis, evaluative categorization can also be based on a person's sensory experience. Sensory assessment is associated with the perception of the world through the senses and its comprehension in the appropriate terms: tasty - tasteless, hard - soft, etc. [5, p. 83].

However, in a strictly scientific sense, such a classification of assessment should be recognized as conditional, since in natural language there cannot be a purely emotional assessment because language always implies some rational aspect. Thus, at the present stage of development of linguistics, much attention is paid to the study of assessment in the aspect of the interaction of its semantics and pragmatics.

So, assessment is a linguistic category that expresses the attitude of the speaker to the object of reality, depending on how his needs, desires, interests or goals are satisfied, that is, by learning the world and the relationship of the real world in practical activities, a person not only reflects the phenomena of reality and their signs and qualities, but at the same time reflects his attitude to the real world.

Assessment as a value aspect of meaning can be expressed in language in different ways. According to the concept of E.M. Wolf, the assessment can be restricted to elements smaller than word, but can also characterize a group of words, and whole sentence.

The language has entire layers of vocabulary designed to express appreciation. These are primarily

adjectives and adverbs, which show a huge variety evaluative semantics: good - bad, good - bad, excellent, beautiful, terrible, ugly, etc. Assessment is contained in the titles objects and actions: nag, mischief (i.e. behave badly). Assessment can also characterize the whole statement: He is an experienced master - the statement contains approval, What have you done! - condemnation.

In addition, this dictionary distinguishes the category of subjective evaluation, which means "a semantic-syntactic category expressed by the corresponding syntactic use of different parts of speech: a noun, quality adjective and adverb – and expressing the attitude of the speaker to the subject speech".

N.V. Ilyina defines "mental act resulting from interaction man with the reality around him. A person evaluates the ability of one or another object to satisfy its needs, desires, interests or goals. Finding an item or property useful, pleasant, kind, beautiful, etc., he makes an assessment".

The evaluative meaning can be extracted from the statement based on the following context: The student feels unwell - you need to call a doctor and The student feels unwell – I just desperate. In the first example, the second the phrase is related to the descriptive meaning of the first statements, and in the second - with evaluative ones (the assessment is "bad").

Thus, the assessment can be correlated both with the actual language units and with the semantics of statements in a very wide range of values. In general, the assessment category - a socially fixed phenomenon, i.e. estimates are defined by generally accepted in human collective standards in the field of social, intellectual and moral phenomena, socially established norms of the idea of good or bad. Assessment is a fact of language, the scope of which is speech.

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