

UDC 811.111'27:159.945

DOI <https://doi.org/10.32837/2312-3192-2018-11-64-70>

CATEGORY OF EVALUATION AS THE OBJECT OF LINGUISTICS: PROSPECTS OF COMMUNICATION ASPECTS OF STUDY

Anna Prihodko¹

Abstract

The paper is aimed at studying the category of evaluation, a very important and interesting phenomenon in linguistics. Evaluation of different world's fragments is, of course, a considerable part of human cognitive activity. Evaluation is realized by subject's consciousness in the perception and processing of information about the outside world and relates to internal (linguistic) world of man, reflecting his "view of the world." The essence of the category of evaluation is explained by the theory of value orientation of person's activity and consciousness, and the range of its characteristics embraces all that is given by the physical and mental nature of man, his being and feeling. Evaluation is as a kind of cognitive activity, as in epistemological terms, any cognitive act expresses the attitude of the speaker to the object described, that is, contains an act of evaluation. Evaluative interpretation of circumstances, subjects is one of the most important types of mental-speech activity in everyday life of an individual. The article proposes the communicative approach to the research of evaluative phenomena that exist in the reality and are reflected in language. The communicative aspect of the language means the existence of a unified structure of the linguistic units, bound by the connection of meaningful and formal sides. In this regard, the functioning of evaluative utterances acquires special significance, because the evaluation of various fragments of the world is one of the most important components of individual's cognitive activity. The evaluation should be studied comprehensively and profoundly as a category of high level abstraction as one of the categories given by the social, physical and mental nature of a person, which determines his relation to other individuals and objects of the surrounding reality.

Keywords

World view, cognitive activity, value, language functions, communication.

1. Introduction. The study of linguistics at the present stage includes all aspects of speech activity and speech interaction. It is known that, speech activity is an abstraction, which does not correlate directly with other activities. According to Leontiev², this activity occurs only when speech is self-sufficient, when its motive can not be satisfied in any other way than speech. In this regard, the problem of correlation of speech activity and communication is of current interest³. The communicative aspect of linguistics is relatively young, but is actively developing. It puts the focus not only on the language in the inseparable unity of its form and substance, but also on higher unity, namely, the connection between language and person who acts in the real world, thinks and perceives the environment, communicates with other individuals.

It should be noted that when we talk about the communicative aspect of mastery of language or language skills, we mean, above all, the orientation to the interlocutor. Hence, communication is the optimal influence on the interlocutor in the form of intercourse, exchange of thoughts, information, ideas, etc.

Therefore, it can be asserted that the notion of language began to be understood more widely than it was inherent in structural and generative linguistics. Triad form – meaning – function correlates language with extra lingual activities and with the conditions of its use in human activities. Multidimensionality, of language system allows it to be simultaneously turned to the external reflected reality and to the sphere of human mentality. Achieving any pragmatic goals is impossible without communication, so the latter is perhaps the most important condition of person's activity and life itself⁴. Verbal communication is carried out through a language, which is both a form and a means of communication.

The actualization of the linguistic system takes place in the process of communication. This system is not abstract; it actually exists in the minds of interlocutors and can not be materialized outside communication. In this regard, the integrated investigation of language as one of the fundamental principles of human relations is of great importance⁵. The decision of this question is the domain of communicative linguistics, which studies the language at all its levels and in a variety of functional manifestations. This fact promotes mutual understanding between people.

The possibility of verbal communication is always realized in a particular situation, in a certain context, which is an internal characteristic of communication. The communicative aspect of the language means the existence of a unified structure of the linguistic units, bound by the connection of meaningful and formal sides⁶.

¹ Prof. Dr. G. I. Prihodko, Zaporizhzhia National University, Zhukovsky str., 66, 69600- Zaporizhzhia, Ukraine, Email: anna.prihodko.55@gmail.com. ORCID ID: [org/0000-0001-6220-5333](http://orcid.org/0000-0001-6220-5333)

² Leontiev 1999, 63

³ Toolan. 2013

⁴ Lulu 2017, 564

⁵ Anderson 2011

⁶ Bara 2010

It becomes apparent that the communicative approach involves interweaving with the cognitive approach. In this regard, the functioning of evaluative utterances acquires special significance, because the evaluation of various fragments of the world is one of the most important components of individual's cognitive activity⁷.

The **object** of this article is the investigation of the category of evaluation as a linguistic phenomenon. The **subject** is communicative and cognitive aspects of evaluative utterances in modern English fiction. The **purpose** of this paper is to determine the role of evaluation in the process of reflection and perception of objective reality

2. Methodology is determined by the objectives, the material, theoretical. It integrates the main principles of the cognitive theory and theory of communication. The methodology employed in the study is Evaluation theory, which presents fundamental notions for the linguistic analysis. Focusing primarily on semantic peculiarities of evaluation, this theory broadens the borders of the analysis with discourse semantics. It means that all aspects of communication (register, mood, participants with their communicative purposes and cognitive systems) become very important for the study of establishing and targeting evaluation. In this respect, the theoretical viewpoint essential to the study is also the pragmatic approach to evaluation analysis (Arutyunova⁸; Prihodko; Volf) focusing on the role of extralinguistic knowledge in utterance interpretation and the principles that constrain its use as well as on the context types for evaluation. Speech act analysis is used while studying the pragmatic characteristics of utterances containing evaluative concepts.

The **material**, which is subjected to analysis, was a selection of approximately 350 utterances of the works by contemporary British and American writers. The criterion of the selection was the existence of evaluative words in the utterance.

3. Results and Discussion

3.1. Evaluation and Values

It is known that the essence of the category of evaluation is explained by the theory of value orientation of person's activity and consciousness, and the range of its characteristics embraces all that is given by the physical and mental nature of man, his being and feeling. Evaluation is defined as speaker's objective or subjective attitude to certain objects, things, phenomena that are explicitly or explicitly expressed by language means.

Evaluation is as a kind of cognitive activity, as in epistemological terms, any cognitive act expresses the attitude of the speaker to the object described, that is, contains an act of evaluation⁹. The evaluative moment is nothing but a person's mental operation held on the subject of utterance (perception, understanding, synthesis, conclusion, etc.), which is an evaluation in its broadest sense.

All environmental phenomena perceived by man have a certain value in our minds, that is, they can be evaluated. Evaluation is an integral component of cognition, which is based on a value approach to the phenomena of nature and society. So, person's activity and life as a human being having diverse needs, interests and goals is impossible without evaluation. To illustrate the above mentioned statement let us consider the following example: *"They plonked you out there in the mud ... and your job was to get killed if the enemy attacked. You were not allowed to retreat; you knew that nobody would be allowed to succour or reinforce you; ... A very pleasant prospect. A most jolly look out"*¹⁰. Here the author describes the hopeless situation of the heroes.

People evaluate their past and present, appearance and behavior of the individual, the shape and size of various subjects, things, duration and frequency of events, the degree of complexity of tasks, etc. Evaluative interpretation of circumstances, subjects is one of the most important types of mental-speech activity in everyday life of an individual.

In the evaluative utterance the speaker accents or highlights exactly, what he thinks is relevant at the moment. As a result, the objective reality is viewed by an individual from the point of view of its evaluative character – good and evil, truth and falsehood, justice and injustice, benefit and harm, beauty and ugliness, e.g.: *"I was standing way the hell up on top of Thompson Hill, right next to this crazy cannon that was in the revolutionary War and all"*¹¹.

The main character of the novel is a teenager, who uses harsh words in his speech. He was angry at everything and everyone. In his phrase, adjective *crazy* stands next to *hell*, and is perceived as the norm of his emotional and expressive manner to represent his attitude to the surrounding reality, that is, this adjective performs a reference function.

Evaluation is based on the logical notion of "value". Genesis of the notion of "value", if we resort to reconstructing it on the basis of the etymology of the words it is named, fixes in it at least three essential elements: the characterization of the external properties of objects and things as phenomena of evaluative attitude to them; psychological qualities of the person as a subject of this attitude; relations between people, their communication, due to which values acquire a generalized meaning.

Value is a positive or negative properties of the objects of the surrounding world for the speaking

⁷ White 2016, 77-96

⁸ Arutyunova 2012; Prihodko 2016; Volf 2009

⁹ Breeze, Olza, 2017;

Martin, White 2005

¹⁰ Aldington 1968, 54

¹¹ Salinger 1998, 28

community. This significance of these properties is determined not by the objects' features as such, but by their role in the life of an individual language speaker and in the life of the speaking community in general.

Each of the classes of values combines the fundamental meaning of value its material-objective, psychological and social significance. By recognizing the natural properties of objects and reproducing their value, an individual reveals certain aspects of social relations, because the significance of a thing or phenomenon is determined primarily by the social attitude towards them.

There are universal values (common to all mankind, peculiar to individual communities) and individual ones. Being a concentrated expression of the experience of the vital activity of a particular social community values form a certain system, which an individual as a member of this society adheres to in the process of self-evaluation.

Personal values are an individual reflection of group or universal values. They are somewhat diverse in different people, due to the interpretation of their content and the shift of emphasis. The selection, appropriation and assimilation of social values by an individual are mediated by his social identity and the values of the small contact groups referenced to him: *"It catered to large appetites and modest purses. Its crockery and atmosphere were thick; its soup and napery thin. Into this place Soap took his accusive shoes and telltale trousers without challenge"*¹².

Soap's appearance is miserable, eloquent and ludicrous. Comic-ironic effect is built on cohesion, which is meant as the appearance of equivalent elements in equivalent positions, performing an identical function (to show Soap's miserable state). These identical elements are *large appetites and modest purses, its crockery and atmosphere were thick, its soup and napery thin*.

The subject of evaluation acts in these cases as a mental or physical receptor, evaluating event, situation and object in different ranges: ethical evaluation (embarrassing, humiliating, sinful), emotional (boring), intellectual (foolish), utilitarian (meaningless, late) and psychological (difficult, easy, not easy, wise). It emphasizes the most important feature of the semantics of evaluative words, their diffuse meaning,

primarily due to the ability to represent evaluation in terms of different grounds.

3.2. Pragmatic and cognitive nature of evaluation

Human activity is a pragmatic concept. It is appropriate only when it is directed at those phenomena and properties from which it is possible to obtain something useful and valuable. As rightly remarks Arutyunova, the nature of the evaluation always corresponds to the nature of man, because we evaluate only "what is needed (physically and spiritually) to man and to Mankind"¹³.

Evaluation is defined as speaker's objective or subjective attitude to a certain object, which is explicitly or implicitly expressed by language means¹⁴.

Evaluation is always cognitive in its nature, and hence logical-subject. Evaluative and epistemological functions of the language are closely interrelated and interconnected. Moreover, at the same time, they are equal, as in the process of evaluation, cognition is transformed, and in the process of cognition, evaluation is always present: *"After a particularly deafening morning, Larry erupted from his room and said he could not be expected to work if the villa was going to be racked to its foundations every five minutes. Leslie, aggrieved, said that he had to practice, Larry said it didn't sound like practice, but more like the Indian Mutiny"*¹⁵.

Evaluation in this humorous statement is one of its components designed to implement several communication goals: Larry insists that it is impossible to work in such conditions, but Leslie tries to convince him that it is possible. The effectiveness of the evaluative utterance depends on the degree of the speaker's influence on the addressee and lies in the illocutionary force of the utterance. In this case, the illocutionary force of persuasion is the dominant one. Due to this, the perlocutionary effect is achieved that does not meet the speaker's intentions, which are expressed in Larry's utterance.

The relationship between cognition and evaluation is very complex. It belongs to the field of cognitive linguistics, the problems of which cover the nature of the procedures that regulate and structure the speech perception. Thus, the cognitive approach based on the interaction of language and thinking is the most relevant for investigation of the category of evaluation, because it studies it in the context of human cognitive activity.

Evaluation is a process that is characteristic of any science. This is confirmed by the fact that value orientation in many cases contributed to the development of a whole range of directions not only in the linguistic field, but also in computer technology, genetic engineering, and many other areas. It indicates stable integration of scientific knowledge within the cognitive paradigm that was formed as interdisciplinary (cognitive) science¹⁶.

⁷ White 2016, 77-96

⁸ Arutyunova 2012; Prihodko 2016; Volf 2009

⁹ Breeze, Olza, 2017;

Martin, White 2005

¹⁰ Aldington 1968, 54

¹¹ Salinger 1998, 28

¹² Henry 1977, 40

¹³ Arutyunova 2012, 181;

¹⁴ Prihodko 2016, 17

¹⁵ Durrell 1987, 19

¹⁶ White 2015

The cognitive process of evaluation, including in the general program of human activity, is decision-making-oriented, and is the basis of the choice of practical actions. A person as a subject of linguistic activity is an individual who perceives and comprehends the world, and is capable of evaluating speech facts in his day-to-day speech practice.

The aesthetic experience of the individual is mainly recorded in the evaluative definitions of words.

The communicative aim put forward by the speaker is to convey to the listener his point of view, to convince him of the possibility and legitimacy of precisely this, and not another vision of the word in the best possible way. The image of the word, which is stored in the linguistic consciousness of the individual, is revealed in emotional and aesthetic evaluations.

It is known that this method is based on associations, caused by the phenomenon reflected in the word, or by its sound form: *"No, I will not be late," – said Walter unhappily and guiltily certain that he would be. Her voice annoyed him. It drawled a little, it was too refined – even misery*⁷.

Guilt and irritation are two feelings, which possess Walter's soul differently. Where the author hears the excitement and plea, Walter notices a peculiar irritating sound of the voice. The lexeme *refined (elegant, cultured, polished)* which is used with the adverb *too* acquires a negative connotation, which is almost everywhere accompanied Walter's words when he is speaking about Marjory.

Moreover, by this time, Vinogradov's judgments that the word is shining with the expressive colors of the social environment have not lost their relevance. The linguist wrote, that "by displaying the personality (individual or collective) of the subject of speech, characterizing his evaluation of reality, a word qualifies him as a representative of a particular social

group. Expression is always a subjective, typical and individual from the fastest to the most stable, from the excitement of the moment to the continuity not only of the person and her neighboring environment, class, but also of the epoch, nation and culture"¹⁸.

Evaluation is anthropocentric by its nature. While evaluating an object or thing, a person must "pass" its signs through his consciousness¹⁹. The content of the evaluation reflects the nature of the person. We always evaluate only those things that we need. Evaluation represents a person as a goal, showing the movement from the sphere of systems to the center of all these systems, to a person, as a language personality.

The close connection between the speaker's evaluation and his knowledge of the world is confirmed by the fact that in the utterance an evaluation can find its expression in the characterization of certain events, objects, phenomena that have a positive / negative evaluative significance for a particular social group or society as a whole, e.g.: *"I'd love it", said Miss Matfield, forcing a smile*²⁰. Miss Matfield's sincere desire does not correspond to her speech behavior, that is the real intention of one of the communicants (in this case, Miss Matfield) is conveyed by non-verbal means (*forcing a smile*).

The linguistic aspect of the category of evaluation constitutes the whole set of means and methods of its expression. They are phonetic, morphological, syntactic, mental, etc., which reflect the elements of the evaluative situation.

Stratification of the evaluation vocabulary reaffirms Potebnaya's opinion about the parts of speech as a kind of "modus"²¹ the representation of something in our consciousness, as well as the opinion of some scholars on the necessity for a functional-cognitive approach to the study of the category of evaluation (see, for example²², works of Arutyunova, Byessonova, Myroniuk, Nikitin, Volf). The interest of researchers in the "grammar of evaluation" is stimulated by the characteristic for contemporary linguistics atmosphere of attention to functional grammar, which reliably occupied its niche, despite less than centuries-old history.

Functional orientation of evaluative utterances is caused by the fact that the speaker uses language means as a device for his own intrusion into a speech act, as an expression of his thoughts, his attitude and his evaluation, the expression of relations he establishes between himself and the listener.

It is the evaluative-communicative function of the language, which is opposed to the representative (or conceptual) one. Similar opinion is expressed by Bally, who emphasized that "to think means respond to the submission, stating its presence, evaluating it or requesting it"²³. The speaker in this way expresses either the manifestation of the will or judgment of the fact or the values of the fact.

⁷ White 2016, 77-96

⁸ Arutyunova 2012; Prihodko 2016; Volf 2009

⁹ Breeze, Olza, 2017

Martin, White 2005

¹⁰ Aldington 1968, 54

¹¹ Salinger 1998, 28

¹² Henry 1977, 40

¹³ Arutyunova 2012, 181

¹⁴ Prihodko 2016, 17

¹⁵ Durrell 1987, 19

¹⁶ White 2015

¹⁷ Huxley 1967, 154

¹⁸ Vinogradov 2001, 25

¹⁹ Bednarek 2009, 146-175

²⁰ Priestly 1974, 180

²¹ Potebnaya 1968, 5

²² Arutyunova 2012; Byessonova 2012; Myroniuk 2017; Nikitin 2007; Volf 2009

²³ Bally 1955, 43

Thus, the notion of "function" is fundamental in the study of linguistic units: "this is ... the ability to perform a certain purpose, the potential of functioning (in a "reduced form"), and at the same time the realization of this ability, that is, the result, the purpose of functioning"²⁴. Functional principle allows to see evaluative utterances in their "actions", reflecting positive or negative values, attributed to the subject of the object of evaluation.

Let us consider the following example: "*The snowflake of Dolly's face held its shape; for once she did not dissolve*"²⁵. To create a metaphorical image in this utterance, two meanings of the noun *snowflake*: direct – *the snowflake held its shape* and figurative *the snowflake of Dolly's face* are actualized. The verb *dissolve* is connected with the pronoun *she* by direct syntactic relationship and realizes figurative meaning, but at the same time its indirect syntactic relationship with *snowflake* and implementation of the direct meaning is obviously seen.

Based on the tasks of functional grammar – the development of the dynamic aspect of functioning of grammatical units in interaction with elements of different levels of language, which participate in expressing the meaning of the utterance, linguists try to explore comprehensively the semantics of evaluation and means of its expression in modern linguistic studies.

4. Conclusions. The interpretation of the evaluation as a "super-subjective" category of intellection and language reflects the complex and contradictory nature of the evaluative semantics, which consists in generalizing reference of the evaluative function, "secondariness" of its nomination, the specificity of the communicative purpose, which reflects the objective properties of information simultaneously.

So we can understand the evaluation as an expression of the evaluative relation of the speaker to the subject of speech, achievable at all levels of the language, which is the result of abstract work of the speaker's consciousness, logical reasoning.

The concept of "evaluation" has become an integral part of the conceptual apparatus of modern linguistics, which clearly demonstrates the fact that it is impossible to examine a language without resorting to its primary purpose, its "creator", carrier, user, specific linguistic personality, a person.

The evaluation, therefore, should be studied comprehensively and profoundly as a category of high level abstraction as one of the categories given by the social, physical and mental nature of a person, which determines his relation to other individuals and objects of the surrounding reality.

BIBLIOGRAPHY

- Арутюнова Н. Д. Логический анализ языка. Адресация дискурса / Н. Д. Арутюнова. – Москва: Индрик, 2012. – 511 с.
- Балли Ш. Общая лингвистика и вопросы французского языка / Ш. Балли. – М.: Изд-во иностр. лит-ры, 1955. – 416 с.
- Бондарко А. В. Основы функциональной грамматики: Языковая интерпретация идеи времени / А. В. Бондарко – СПб.: Изд-во С. – Петерб. ун-та, 1999. – 260 с.
- Виноградов В.В. Русский язык (Грамматическое учение о слове) / В.В. Виноградов. – М.: Наука, 2001. – 720 с.
- Вольф Е. М. Функциональная семантика оценки / Е. М. Вольф. – М.: Едиториал УРСС, 2009. – 280 с.
- Леонтьев А. А. Основы психолингвистики / А. А. Леонтьев. – М.: Смысл, 1999. – 287 с.
- Никитин М. В. Курс лингвистической семантики / М. В. Никитин. – СПб.: Изд-во РГПУ им. А.И. Герцена, 2007. – 819 с.
- Потебня А. А. Из записок по русской грамматике / А. А. Потебня. – М.: Просвещение, 1968. – 552 с.
- Приходько Г. І. Категорія оцінки в контексті зміни лінгвістичних парадигм // Г. І. Приходько. – Запоріжжя: Кругозір, 2016. – 200 с.
- Aldington, R. *Death of a Hero* / R. Aldington. – Leningrad: Sphere, 1968. – 376 p.
- Anderson, J. M. *Linguistic Representation (Trends in Linguistics: Studies and monographs)* / John Mathieson Anderson. – Berlin : Mouton de Gruyter, 2011. – 266 p.
- Bara, B.G. *Cognitive Pragmatics: The Mental Processes of Communication* / Bruno G. Bara // Translated by John Douthwaite. – USA: MIT Press, 2010. – 304 p.
- Bednarek, M. *Dimensions of evaluation: Cognitive and linguistic perspectives* / M. Bednarek // *Pragmatics and Cognition*. – 2009. – Vol. 17(1). – P. 146-175.
- Breeze, R., & Olza, I. *Evaluation in media discourse. European perspectives* / R. Breeze & I. Olza. – Berlin: Peter Lang, 2017. – 286 p.
- Byessonova, O. *Reconstruction of Value Concepts in the Language Model of the World* / Olga Byessonova // Ferencik, M. & Bednarova-Gibova, K. (Eds.), *Language, Literature and Culture in a Changing Transatlantic World II. – Part I: Linguistics, Translation and Cultural Studies*. – Preskov, 2012. – P.7-14.
- Capote, T. *The Grass Harp* / T. Capote. – Progress Publ., 1974. – 208 p.
- Durrell, G. *My Family and Other Animals* / G. Durrell. – Moscow: Vusshaya Skola, 1987. – 173 p.
- Henry, O. *The cop and the anthem* / O. Henry // *Selected Stories*. – Moscow: Progress Publishers, 1977. – 375 p.
- Huxley, A. *Point Counter Point* / A. Huxley. – N.Y. : Penguin Books, 1967. – 247 p.
- Lulu, L. (2017). *Application of Cooperative Principle and Politeness Principle in Class Question-answer Process* / Liu Lulu // *Theory and Practice in Language Studies*. – 2017. – Vol. 7 (7). – P. 563-569.

²⁴ Bondarko 1999, 26

²⁵ Capote 1974, 33

- Martin, J.R., White, P.R.R. (2005). *The Language of Evaluation: Appraisal in English* / J.R. Martin, P.R.R. White. – New York: Palgrave Macmillan. – 278 p.
- Myroniuk, T. Evaluative Responses in Modern English Fiction / Tetiana Myroniuk // *Advanced Education*. – 2017. – Vol. 8. – P. 103-108.
- Priestley, J.B. *Angel Pavement* / J.B. Priestley. – Moscow: Progress Publishers, 1974. – 504 p.
- Prihodko, A. Cognitive-communicative organization of the evaluative frame / Anna Prihodko // *Lege Artis*. – 2016. – Vol. 1(1). – P. 275-308.
- Salinger D. *The Catcher in the Rye* / D. Salinger. – Moscow: Apt + N, 1998. – 193p.
- Toolan, M. *Narrative: A Critical Linguistic Introduction* / Michael Toolan. – London; New York: Routledge, 2013. – 272 p.
- White, P.R.R. *Appraisal Theory* / P.R.R. White // In Tracy K., Ilie C. & Sandel T. (eds.). – *The International encyclopedia of language and social interaction*. – 2015. – P. 1-8.
- White, P.R.R. Evaluative contents in verbal communication / P.R.R. White // In Rocci A; de Saussure L (eds.), – *Verbal communication*. – 2016. – Vol 3. – P. 77-96.

REFERENCES

- Aldington, R. (1968). *Death of a hero*. Leningrad: Sphere.
- Anderson, J.M. (2011). *Linguistic representation (Trends in linguistics: Studies and monographs)*. Berlin: Mouton de Gruyter.
- Arutyunova, N.D. (2012). *Logicheskij analiz yazyka. Adresatsiya diskursa* [Логический анализ языка. Адресация дискурса]. Moscow: Indrik.
- Bally, Sh. (1955). *Obshaya lingvistika i voprosu frantsuzskogo yazyka* [Общая лингвистика и вопросы французского языка]. Moscow: Izd-vo inostr.lit-ru.
- Bara, B.G. (2010). *Cognitive pragmatics: The mental processes of communication*. USA: MIT Press.
- Bednarek, M. (2009). Dimensions of evaluation: Cognitive and linguistic perspectives. *Pragmatics and Cognition*, 17(1), 146-175. Doi.: 10.1075/pc.17.1.05bed
- Bondarko, A.V. (1999). *Osnvu funkcionalnoj grammatiki: Yazykovaya interpretatsiya idei vremeni* [Основы функциональной грамматики: Языковая интерпретация идеи времени]. St. Petersburg: Izd-vo S-Peterb. un-ta.
- Breeze, R., & Olza, I. (2017). *Evaluation in media discourse. European perspectives*. Berlin: Peter Lang. Doi.: 10.3726/b10531
- Byessonova, O. (2012). *Reconstruction of Value Concepts in the Language Model of the World*. In: Ferencik, M. & Bednarova-Gibova, K. (Eds.), *Language, Literature and Culture in a Changing Transatlantic World II. Part I: Linguistics, Translation and Cultural Studies*, pp. 7-14.
- Capote, T. (1974). *The grass harp*. Moscow: Progress Publishers.
- Durrell, G. (1987). *My family and other animals*. Moscow: Vusshaya Skola.
- Henry, O. (1977). *The cop and the anthem*. Moscow: Progress Publishers.
- Huxley, A. (1967). *Point counter point*. New York: Penguin Books.
- Leontiev, A.A. (1999). *Osnovu psiholingvistiki* [Основы психолингвистики]. Moscow: Smysl.
- Lulu, L. (2017). Application of Cooperative Principle and Politeness Principle in Class Question-answer Process. *Theory and Practice in Language Studies*, 7 (7), 563-569. DOI: 10.17507/tpsl.0707.10
- Martin, J.R., White, P.R.R. (2005). *The Language of Evaluation. Appraisal in English*. New York: Palgrave Macmillan
- Myroniuk, T. (2017). *Evaluative Responses in Modern English Fiction*. *Advanced Education*, 8, pp.103-108. DOI: 10.20535/2410-8286.108550.
- Nikitin, M.V. (2007). *Kurs lingvisticheskoy semantiki* [Курс лингвистической семантики]. St. Petersburg: Izd-vo RGPU im. A.I. Gertsena.
- Potebnya, A.A. (1968). *Iz zapisok po russkoj grammatike* [Из записок по русской грамматике]. Moscow: Prosveshchenie.
- Priestley, J.B. (1974). *Angel pavement*. Moscow: Progress Publishers.
- Prihodko, A. (2016). Cognitive-communicative organization of the evaluative frame. *Lege Artis*, 1(1), pp. 275-308. DOI: 10.1515/lart-2016-0006 ISSN 2453-8035.
- Prihodko, G.I. (2016). *Katehoriia otsinky v konteksti zminy linhvistychnykh paradyhm* [Категорія оцінки в контексті зміни лінгвістичних парадигм]. Zaporizhzhia: Kruhozir.
- Salinger, D. (1998). *The catcher in the rye*. Moscow: Apt + N.
- Toolan, M. (2013). *Narrative: A critical linguistic introduction*. London; New York: Routledge
- Vinogradov, V.V. (2001). *Russkij yazyk (Grammaticheskoye utseniye o slove)* [Русский язык (Грамматическое учение о слове)]. Moscow: Nauka.
- Volf, E.M. (2009). *Funktsionalnaya semantika otsenki* [Функциональная семантика оценки] (3d ed.). Moscow: Editorial URSS.
- White, P.R.R., (2015). *Appraisal Theory*. In: Tracy, K. (Ed.). *The International Encyclopedia of Language and Social Interaction*. John Wiley & Sons. Doi.: 10.1002/9781118611463.wbielsi041
- White, P. (2016). *Evaluative contents in verbal communication*. In A. Rocci & L. Saussure (Eds.), *Verbal communication* (pp. 77-96). Berlin, De Gruyter Mouton. Doi.: 10.1515/9783110255478-006

Анотація

У статті розглянуто категорію оцінки як одну з функцій мови, важливе і цікаве явище в лінгвістиці. Оцінювання різних фрагментів світу – безсумнівно, значуща складова когнітивної діяльності людини. Оцінка реалізується свідомістю суб'єкта при сприйнятті і обробці інформації про зовнішній світ і співвідноситься з внутрішнім (мовним) світом людини, відображаючи його «картину світу». Сутність категорії оцінки пояснюється теорією ціннісної спрямованості людської діяльності та свідомості, а коло її характеристик обіймає все те, що задано фізичною й психічною природою людини, її буттям і відчуженням. Оцінювання виступає різновидом пізнавальної діяльності, адже у гносеологічному плані будь-який пізнавальний акт виражає ставлення суб'єкта до об'єкта, тобто містить акт оцінки. Оцінне трактування особи, обставин, предмета є одним із найважливіших видів розумово-мовленнєвої діяльності в повсякденному житті особистості. У праці пропонується комунікативний підхід до дослідження оцінних явищ, які існують в реальності і відображаються в мові. Комунікативний аспект мови означає наявність єдиної структури мовних одиниць, скріплених зв'язком змістовних і формальних сторін. У зв'язку з цим особливою значущістю набуває функціонування оцінних висловлювань, оскільки оцінювання різних фрагментів світу є однією з найважливіших складових когнітивної діяльності людини. Оцінка повинна вивчатися комплексно та вичерпно як категорія високого рівня абстрагування, яка належить до числа тих категорій, які задані суспільною, фізичною та психічною природою людини, що зумовлює її ставлення до інших індивідів та предметів навколишньої дійсності.

Ключові слова

Картина світу, когнітивна діяльність, оцінка, функції мови, комунікація.