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Lexical methods of expressing evaluation

At the present stage of society's development the value of the life estimative aspect is extremely important. Assessment, as the process of establishing the subject and object values, acts as an integral part of the reality reflecting process. In the process of experiencing the world around us, the person inevitably assesses the phenomena and facts of reality he or she perceives, expressing their attitude and evaluation towards and of them. Such mental tendencies inevitably find their way into the language. It is only natural that the language, being the most important medium of communication, is capable of transmitting the assessment. Therefore, during the study of the language structure and its features it is necessary to study the finest details and peculiarities of the vocabulary that is used to convey various types of evaluation alongside with the plethora of the methods used to do so. Evaluation is one of the main categories of reality. People analyze the surrounding reality, objects, phenomena, properties, actions. A person with his/her thoughts, deeds and feelings is also subject to analysis. Consequently, almost anything can be subject to evaluation.

Evaluation realization methods within the language can be divided into lingual and extralingual. Lingual can be further broken down into morphological, grammatical and lexical.

Among the lexical means of expressing evaluation we can distinguish the following units:

- 1) Units not having evaluative denotative component:
 - Non- evaluative, non-emotive
 - Evaluative, non-emotive
 - Non- evaluative, emotive
 - Evaluative, emotive
- 2) Units that have evaluative denotative component:
 - Evaluative, non-emotive

- Evaluative, emotive [1]

There is a group of lexical units that do not possess evaluative characteristics and as such have to be given one by other means within the act of speech. Such units require systematic assignation of evaluation and the qualities and characteristics of this evaluation will fully depend on the situation, context and the objects that is giving evaluation and is being evaluated.

It is also worth mentioning that the evaluation of the majority real life objects is contained within the units as small as words and sometimes even lexemes. Usually this function is performed by the adjective being the part of speech that possesses an immense variety of evaluative semantics. Adjectives have a number of specific characteristics that reflect their semantics and affect the core meaning of the evaluation. Another peculiar feature of the use and meaning of the adjectives is the fact that the adjectives combine both pragmatic and semantic aspects of the language within themselves. This in turn is reflected in the use and meaning of such lexical units. It is common for the adjectives as a part of speech to express subjectively-evaluative meaning and convey respective connotations. [2, p. 31]

According to their evaluative component lexical units of different levels are capable of engaging into antonymic relations (*e. g. beauty – ugliness, virtue - flaw*). This can serve as an additional lexical way of conveying the category of evaluation. But another important feature of this method is that it is not only formed through antonymic pair but also through the constructions where positive evaluation is not complemented by a negative but rather by absence of a positive one, creating an impression of a certain "standard" in the language. For example *famous, experienced* versus *young, beginner actor or poet*.

Evaluative component is explicitly present in the units that convey evaluation of a specific feature or characteristic. Such units are the easiest ones to determine. Their evaluative meaning is clear and it makes them easy to classify. We can name such categories: appearance (*beautiful, handsome, nice, ugly*); mental capabilities (*clever, capable, dull, stupid, silly*); character features (*hot-tempered, active, quiet, placid*); skills and proficiencies (*skilful, expert, experienced*); and many others.

One of the lexical means of evaluation category expression is parenthesis. Research of the peculiarities of its construction and use has a long tradition among European and Ukrainian scholars such as V. V. Vynogradov and A. B. Shapiro. The first and the foremost function of the parenthesis is to represent emotional evaluation of the facts or concepts that are being communicated by the speaker. [3, p. 113]. Due to this fact parenthesis can be described as "A response of the language system to the needs of the collective lingual conscience in the form of verbalized control over linguistic activity".

Metaphorization can also be classified as a separate method of expressing evaluation but is less common due to the ambiguity of a large lexical units in any language limiting its potential use as a means of evaluation.

Evaluation in its simplest and clearest form is rational in nature and explicit in its form. In such cases it acts as a separate logical thesis of the text internal structure being a natural development of the main or supporting thesis. At the same time evaluation can be "poured" all over the text being an integral part of many microtexts within the larger macrotext providing the receiver with the evaluation throughout the whole act of communication. In modern journalism we can see an extreme case of such approach when the text does not have any evaluative elements. All of the text components are objective and logical in their nature but are composed by the author in such a manner that the text as a whole will convey an explicit social evaluation of the subject. In such cases the receiver is supposed to derive the author's evaluation from the objectiveness of the text and the way it is composed.

Evaluation provides conceptual coherency cohesiveness of the text and ensures that the communicative function of the speech will be fulfilled. Implicitly or explicitly stated evaluation acts as a marker of relevant information Making the whole act of communication easier and more efficient. Due to the abovementioned reasons the notion of evaluation in the language should be further explored.

Sources:

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