Nature of Assessment and Categorical Features

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Abstract. *This article describes the nature of the assessment and its categorical signs, the uniqueness of the status of the assessment category, it is determined based on the relationship of human thinking with objective reality, the denotation of units naming things and events is evaluated not only ontologically, but also in relation to certain characteristics.*

Key words: *denotation, categorical signs, objective reality, ontological, evaluation subject, anthropocentrism, communicative, evaluation pragmatics, emotionality and representativeness.*

The status of the evaluation category is unique and it is conditioned on the basis of the relationship of human thinking with objective reality. The denotation of the naming units is evaluated not only ontologically, but also in relation to certain properties. According to M.V.Nikitin, the assessment in the description of denotations has ontological, epistemic, pragmatic, emotive and representative forms [Nikitin 2004, 62]. A person's activity of knowing the world requires an evaluation process. The value of the accumulated knowledge about a piece of the world is determined by how important, valuable and necessary it is for a person. At the same time, values related to all spheres of social life tend to change and grow and develop from one stage of society's development to another. The value is determined by the assessment entity.

Researchers who are trying to determine the specific features of the evaluation phenomenon distinguish the categorical features that form its structure, scope and content.

The main categorical feature shaping the nature of the value movement is, of course, its anthropocentricity. Valuation is an action that has long been emphasized to be performed only by humans. According to the teaching promoted in the book "Avesta", human activity has three major foundations: purity of thoughts (good thought), steadfastness in words (good word) and humaneness of activity (good deed) [Choriev 2007, 34]. The formation of the same characteristics puts a person at the center of the world of beings, without his participation no social action can be performed. As philosophers noted, "regardless of what the object of human desires and aspirations is, it is important that it is perceived as good or bad in any case" [Arutyunova 1998, 17]. Evaluation occurs at each "meeting" with this world of a person who seeks to know the world. The peculiarity of the evaluation activity is that the speaker using evaluation units is not limited to the expression of certain information, but also reacts to the linguistic unit present in the speech system. According to N.D.Arutyunova, "valuation describes a person as a goal in the eyes of the world" [Arutyunova 1999, 58]. Petersburg semasiologist M.V.Nikitin also emphasizes this idea: "the ability to evaluate is embedded in the human organism, and this ability determines its place in the world" [Nikitin 2004, 69].

The anthropocentric nature of assessment determines the scope of its main tasks. For example, the epistemological task of evaluation related to knowing the reality is seen in the orientation of the relationship between the subject and the object towards the normative view of the world. When a communicative task occurs, the speech evaluation is received by the listener in the form of

information about the subject. Finally, in the activation of the expressive task, the speaker tries to influence the listener while expressing an opinion about the subject.

Another important feature of assessment is that it is cognitive in nature. The assessment is related to the classification of the world and the knowledge of reality [Wolf 1986, 67; Chekulay 2006, 18]. In the process of the evaluation action, thoughts and judgments are formed, knowledge structures are formed in the human mind, and in this way speech activity is carried out, and the meaning of speech structures created in the context of communication is understood. M.V.Nikitin describes the cognitive nature of assessment and expresses the following opinion: "assessment is an important part of the process of cognitive activity and constitutes a separate stage of this activity" [Nikitin 2004, 66].

Pragmatics is also one of the main categorical features of assessment. After all, the assessment is given to influence the point of view and opinion of others in order to satisfy one's needs [Alexander 1988, 70]. Evaluative pragmatics is manifested within the goal of the subject and requires logical reprocessing of information in order to gain complete knowledge about the object. This aspect of assessment is directly related to its anthropocentric nature. According to J.Austin, the founder of the theory of speech acts, evaluation structures are the product of a person's speech activity in the communication environment [Austin 1961, 26]. In this environment, the content of the speech structure is determined in relation to the goal of the speaker, the level of knowledge of the world of the dialogue participants.

Some researchers associate the activation of the evaluation category with intuition, that is, human inner feelings. On the basis of intuition, an objective and subjective assessment is given, and in the first one, it is based on the qualitative and quantitative indicators of the object, and in the second one, the pragmatic point of view of the person towards the environment plays a decisive role. Intuition is the "psychological root" of the value category [Arutyunova 1987, 15]. Intuition is a way of processing information and a means of forming an estimate. At the same time, the disadvantage of the intuitive approach is that it makes conclusions about events based on an inner feeling without any re-examination. For this reason, the knowledge obtained in its application is not always correct. M.V.Nikitin, who has studied the relationship between assessment and intuition phenomena, makes a proposal to describe assessment behavior on a large scale. Assessment is a thinking activity based on intuition, which determines whether things and events have one or another characteristic [Nikitin 2004, 73].

The next categorical sign of the assessment is related to its subjectivity. The assessment appears in the process of perception of the world by the subject. In this process, objects and events of existence affect a person, and this effect can be different for different people. The subjective character of the evaluation structures is continuous, otherwise they would be free from the axiological task. As M.M.Bakhtin noted, "individual words do not belong to anyone, they are neutral, they do not evaluate anything by themselves, but when necessary, they can express different, sometimes even conflicting evaluations of the speaker" [Bakhtin 1986, 264].

The probabilistic mode is unstable, and the evaluation need is satisfied accordingly. Since the idealized picture of the world does not have a stable or clear appearance, the evaluative judgment not only participates in its formation, but also creates a basis for perception [Arutyunova 1988, 180]. By perceiving the world and distinguishing between good and bad, a person reaches the essence of reality.

Bertrand Russell reminded that the opposition "good - bad" has a relative character. Determining whether things are good or bad depends on a person's plan and feelings and choices. It is difficult to describe the concept of value based on an anonymous sentence. But this concept, like the concept of time, occupies one of the main places among the concepts that take shape in the human mind [Russell 1953, 32].

Objectivity is one of the important categorical features of assessment. Value structures reflect the relationship between things and events. Aristotle described this relationship as follows: "if a person is aware of a relationship, he also knows what this relationship is about. When it is unknown to what

a certain event or state is attributed, it is impossible to know what its state is related to" [Aristotle 1998, 32].

The meaning of the assessment arises in connection with the original characteristic of the thing-phenomenon, and this characteristic motivates the evaluation [Wolf 2002, 18]. The evaluation motive is usually objective in nature. Among the triggers of the evaluation action are the characteristic features of the object, various arguments, the laws of perception of this object and, finally, the attitude of the person. Values often have a collective character.

Activity should also be considered as a categorical sign describing the nature of the assessment. True, philosophers believe that the subject's valuable perception of reality is an immanent knowledge of the world or an action that takes place in its own shell. But in modern linguistics and cultural studies, the cognitive essence of the value system is recognized. Value is interpreted as a specific category of «mastering» reality [Madjidova 2019, 158; Radbil 2017, 99]. The ability to evaluate has a step structure, which includes normative, social-cultural, personal-professional, and situational layers [Granin 1987, 69].

If we take into account that the movement of these layers is related to the purposeful activity of a person, it is necessary to include activity among the categorical signs of assessment.

Normativeness is also a categorical feature inherent in the nature of assessment. A person's attitude to the events in the environment is formed on the basis of certain normative criteria. People perform evaluation actions based on historically formed norms in this or that community. Patterns and criteria acquired in the course of life experience serve to evaluate current events.

From the point of view of philosophy and linguistics, assessment is in any case related to the concept of norm. Taking part in the formation of the linguistic landscape of the world based on the system of norms and values, it describes and classifies things and phenomena. Contrasts such as "good-bad", "beautiful-ugly", "useful-useless" serve as criteria. In this regard, M.V.Nikitin divides criteria patterns into two main groups: a) modal-reality and b) value groups. Those of the first group belong to the cognitive-rational area of thinking, while those of the second group relate to the cognitive-emotional activity of the possessor [Nikitin 2004, 73].

It is known that the system of norms or standards has been studied in some detail by linguists [Parsons 1994; Begmatov, Mamatov 1999; Karasik 2019; Dzhusupov 2021]. Foreign researchers call speech structures reflecting the standard of assessment "prescriptive structures" (phrases of prescription) [Hare 1992, 221]. By means of these speech structures, the speech behavior of a person is controlled and they perform pragmatic tasks in the content of advice, permission, prohibition. In this case, the norm becomes a source that activates evaluation mechanisms.

Events of reality that do not take place in the framework of the norm receive the assessment of non-normative, unusual. For this reason, the concept of a norm is usually described in relation to a positive assessment, since "good" is the main criterion of assessment. A positive assessment indicates that the process is within the norm, while a negative assessment indicates a departure from it [Arutyunova 1987, 3].

Norms also have constant and variable indicators [Kronhauz 2004, 141]. Its criteria vary depending on the context and the speaker's personal experience. Therefore, the assessment based on comparison and negation is subject to the norm.

It has been noted for a long time that the value is binary, that is, it is characterized by duality. Abu Nasr Farabi, a connoisseur of the works of ancient philosophers, calls the spiritual and moral characteristics that encourage a person to do good deeds and have a beautiful behavior as virtues. Ugly behavior and passions that encourage a person to act are called pleasure [Abu Nasr Farabi 1993, 165]. In the science of linguistics, the conflict between "good" and "bad" is considered as an indicator of positive and negative meanings. Researchers call positive and negative evaluation differently. For example, if Banina [Banina 2001, 3] uses the terms ameliorative and pejorative assessment, for Z.Tokhtakhojaeva, the description of "positive and negative indicators of assessment" seems more appropriate [Z.Tokhtakhojaeva 1982, 16].

The above-mentioned researchers also distinguish emotionality, sarcasm, situationality, intensity and communicative features of evaluation. It takes into account such characteristics as the movement of the evaluation from positive to negative [Ilyushina 2001, 31], its connection with the context [Z.Tokhtakhodjaeva 1982, 31], and its gradation in the expression of meaning [Banina 2001, 22].

Although separate categorical characters appear in the structure of evaluation in different ways, but taking into account their interrelationship is important in clarifying the nature of the means that actuate evaluation mechanisms. After all, the study of the evaluated part of the linguistic landscape of the world is a perfect process, and for its implementation, it is necessary to study various aspects of the evaluation category in a complex, interconnected manner.

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