



## Evaluative Aspect of the Linguistic World Picture

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**Annotation:** This article is devoted to the analysis of general theoretical issues related to the evaluation category. The problem of modeling the evaluative value is of great interest to linguists not only from the point of view of the choice of linguistic means of forming evaluative semantics, but also in the light of the logical theory of constructing estimates that affect this choice.

**Keywords:** figurative sense, cultural conditionality, evaluation, intellectual and emotional, general, private.

In the consciousness of a person in the process of cognitive activity, a holistic image of the world, his picture of the world, is formed. The author is interested in the linguistic picture of the world – the totality of knowledge about the world that is reflected in the language. A characteristic feature of the linguistic picture of the world is its national and cultural conditionality. It is emphasized that the fact that the linguistic picture of the world is a scheme of perception of reality fixed in the language and specific for this language collective.

The value picture of the world is one of the components that form a holistic picture of the world, since it reflects to a greater extent the subjective beginning of world studies. A person, creating a picture of the world, also forms his position in relation to it. The value picture of the world in the human mind is based on a personal assessment of the qualities of the objects and phenomena of reality under consideration.

Evaluation qualifies as a language category, since different ways of expressing it constitute a group of linguistic elements characterized by semantic generality. At the same time, it is also a conceptual category, since the assessment includes a positive or negative judgment of a person about a particular object of reality, including, first of all, about another person. Evaluation as an object of linguistic research is inextricably linked with axiology, the philosophical doctrine of values that determine the direction of human activity, the motivation of human actions (Философский словарь, 2001).

The evaluation reflects through linguistic signs not only values through positive evaluations, but also, in contrast to axiology, anti-values characterized by negative evaluations. The concept of value is inseparable from the concept of anthropicity, since only a person is able to determine what is good and what is evil for him, and to establish value orientations. If the harmonious life of a person is recognized as the main thing in axiology, then the criteria of norm, benefit, expediency should be the components of value, determining the practical significance of a person's actions and actions as favorable.

The evaluation of an object takes place in accordance with its practical significance, expressed in accordance with the norm and being useful and expedient hedonistic significance (sensory, emotional and psychological pleasure) and moral significance, consisting in accordance with ethical norms.



The problem of modeling the evaluative value is of great interest to linguists not only from the point of view of the choice of linguistic means of forming evaluative semantics, but also in the light of the logical theory of constructing estimates that affect this choice. N.D. Arutyunova identifies three groups of evaluation, according to which there are general (good - bad) and private estimates (Арутюнова, 1988):

- 1) sensory assessments related to a person's sensory experience, physical and mental, and including sensory-gustatory, or hedonistic assessments, and psychological assessments, subdivided into intellectual and emotional;
- 2) sublimated assessments, including aesthetic, based on the synthesis of sensory-gustatory and psychological, and ethical, satisfying moral feelings;
- 3) rationalistic assessments related primarily to the practical activity of a person and his practical experience and including utilitarian, normative and teleological assessments.

The linguocognitive theory of private evaluations proposed by T.V. Pisanova is based on the combination of private evaluation meanings in the semantics of a word. Considering sublimated evaluations (ethical and aesthetic) as the pinnacle of value relations, T. Pisanova notes that they are motivated by sensory-gustatory, psychological and rationalistic assessments, which can be correlated in different ways in the semantics of a word, forming a cognitive-semantic continuum of meanings (Писанова, 1997).

In his research, N.G. Med covers the most common types of assessments, namely general assessment, psychological intellectual assessment, aesthetic assessment and ethical assessments, considering them from the standpoint of the value scale as positive and negative. At the same time, the author takes into account the factor of explicitness or implicitness of evaluation in the semantics of the analyzed language units, as well as the interaction of the speech act and context. The scientist develops a semantic classification of evaluative vocabulary and phraseology of Spanish colloquial speech, which consists of the following:

- 1) indirect-evaluative nominations of quantitative assessment (lexical and phraseological), giving a quantitative assessment and stimulating a qualitative assessment depending on the context;
- 2) proper evaluation nominations of qualitative assessment (lexical and phraseological) based on stereotypical ideas about values and including general and particular assessments;
- 3) dependent nominations of combined evaluation-intensification (lexical and phraseological), forming a particular evaluative meaning or its intensification based on the semantics of the keyword or the surrounding context (Мед, 2007).

Semantic derivatives, composites and phraseological units of intellectual and aesthetic evaluation predominate among the nominations of private assessments, characterized by a variety and multiplicity of lexical and phraseological nominations, which indicates the importance of the concepts "mind/stupidity" and "beauty/ugliness" in the Spanish language consciousness.

This conclusion is also confirmed by the presence of a larger number of lexical and phraseosemantic sub-categories in comparison with other types of assessments. Thus, an intellectual positive assessment is given to a person distinguished by a natural mind: *lumbreras* "luminary", *tener muchas luces /mucho coco/mucho/ torro* (lit. "to have a lot of light/coconut/pot"); education, knowledge, erudition: *ser un Espasa* (lit. "to be an Espasa publishing house"), *saber latin* 'to know Latin'; quick-wittedness, practical mind: *lince "lynx"*, *ser mas listo que el hambre* (letters, "to be smarter than hunger"), *no tener un pelo de tonto* (letters, "not to have a fool's hair"); insight, life



experience: ser perro viejo "to be an old dog", tener pestafia/ mucha pupila (letters, "to have an eyelash/a lot of pupil").

Accordingly, a negative intellectual assessment is received by a person characterized by natural stupidity: besugo "bream", tarugo "blockhead", trozo de carne con ojos (letters, "a piece of meat with eyes"); lack of knowledge, lack of education: ceporro "dried vine", no leer ni un sobre (letters, "not being able to read the inscription on the envelope"); simplicity, lack of intelligence and practical mind: membrillo "quince tree", primo "cousin", santo varon "holy man"; stupidity in combination with such qualities as arrogance or irresponsibility: farfollas "corn leaves", sobaco ilustrado (lit. "enlightened armpit"); cabeza de chorlito (letters, "the head of the plover"), etc. prevail negative intellectual assessments.

In the zone of aesthetic evaluation, the extreme age coordinates of a person (youth and old age) are expressed, which reveal a clear asymmetry. The most active evaluative reaction, usually negative, in Spanish colloquial speech is caused by old age as the state furthest removed from the norm: carroza "carriage", retablo (lit. "altar decoration, the figure of the saint from the altar", figurative sense "swaggering old man"), saggasa "old ship, tub".

Youth is characterized by freshness, cheerfulness, and health. It evokes an aesthetic evaluation of a positive property: estar hecho un abril "to be like April". However, most evaluation nominations related to a person representing the younger generation do not form an aesthetic assessment. They are used rather to characterize an inexperienced, intellectually and emotionally immature person: mocoso "jerk", estar en la edad del pavo "to be at the age of a peacock", cocacolo (letters, "cocacol").

The largest number of nominations of positive aesthetic evaluation is associated with food products: bollicao "donut", bombon "candy", caramel "caramel", estar como un queso (letters, "to be like cheese"), yogur "yogurt". These evaluation nominations are based on the semantic component "delicious, appetizing", and, thus, beauty is associated with pleasant taste sensations.

The external unattractiveness of a person, ugliness in vocabulary and phraseology are represented primarily by evaluation nominations, including the names of representatives of the animal world with the semantic component "fearsome, disgust": escuerzo "toad", gamba "shrimp", iguana "iguana". Here, the basis of a negative aesthetic assessment is emotional and sensory-gustatory assessment, reflecting the negative perception of the appearance of animals that violates the idea of human beauty.

Among the ethical assessments of positive content, prevails the assessment of a person in his attitude to work: 1. "hardworking, hard-working man": trabajar como una hormiga/ un burro/ una mula/unpenco - to work like an ant /donkey/mule/horse, nag; 2. "dexterous, skillful man": ser /un fiero/ un hacha /un manitas (letters, "to be a beast/ with a candle / with a little hand").

The negative assessment concerns some professions, primarily those that somehow affect the interests of people, harm their physical or moral health. These are primarily professions related to medicine: matasanos (lit., "the one who kills the healthy", figurative sense "bad doctor"), carnicero (lit. "the butcher", figurative sense "bad surgeon"), professions related to literature and art: pintamonas (lit., "the one who draws monkeys", figurative sense "bad artist"), rascatripas (lit., "gut-scratcher", figurative sense "bad musician"), professions related to participation in public life: chaquetero (lit. "changing jackets", figurative sense "two-faced politician"), besaninos (letters, "the one who kisses children", a politician flirting with the electorate).

The evaluative aspect is an important element of the linguistic picture of the world, since the concepts of positive and negative, good and evil, moral and immoral are inherent in any culture.



The image of the world is created by the totality of linguistic universals and the peculiarities of the functioning of linguistic signs reflecting national consciousness. In this regard, the evaluation category is one of the most popular in the linguistic picture of the world, the speaker, because its semantics carries the value system of the surrounding world and the value of the person in it, objectified in units of language.

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