RELATIONSHIP OF VALUE AND ASSESSMENT CATEGORIES

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Annotation: *This article examines the issue of the relationship between value and evaluation categories. According to the objectives of the study, assessment is classified according to various criteria, the basic elements of linguistic assessment and types of assessment tools at language levels are studied, the connection between the denotative, meaningful, structural, pragmatic aspects of the meaning of the evaluative word is emphasized.*

In the stream of anthropocentric research, the connection of linguistics with axiology, that is, the science of the valuable relationship of a person to reality, his ability to understand the value landscape of the world and embody values in various forms of human activity, is taking shape. The interpretation of values is carried out by evaluation, which is represented by units of different levels of the language system.

The complex interaction of values and evaluations in the text space is reflected through the functional semantic-stylistic category of axiology, which is defined as "the ability to actually restore, model, correct and create values / anti-values" in the linguistic landscape of the world of the author / addressee of the text." [Maryanchik 2013: 248]. The article examines the phenomena of evaluation and value in their linguistic manifestations: their description is given, their structure and typology are described, and the system of means of linguistic expression is given. The problem of revealing evaluative meanings in the text is given special attention. attention is given.

Evaluation is a universal category: there is almost no language without the concept of "good/bad". Linguistic evaluation category is recognized as the main way of reflecting the value system in language. Evaluation is an integral part of communication. It is a mental action carried out in the course of cognitive activity, and is determined not by the primary (ontological) division of the world, but by the secondary (subjective) division. It is "based not on the real characteristics of objects and events, but on our subjective impressions of them, our emotional reaction to them, and our mental conclusions about their place in our lives" [Kasyanova 45-46].

As for the linguistic assessment, according to EMWolf, it is a component of the positive or negative, explicit or hidden attitude of the subject (person, individuals, community) to the objects of reality, which is socially established and strengthened in the semantics of linguistic units. This can be determined in the complex interrelation of the subject and the object of evaluation [Wolff].

Now let's briefly describe the structure of linguistic assessment. It comes with the following key elements: assessment subject(a person (or society) who determines the value of a certain object by expressing a price),assessment object(an object or event to which value or anti-value is given),assessment basis(its motivation or evaluation sign, i.e., from which point of view the evaluation is made) and the nature of the assessment(this is the recognition of the value (positive, negative or zero) of the evaluation object). The structure also contains implicitly: norm(some kind of counter corresponding to the neutral quality level),rating scale(represents the degree of ''deviation'' from the norm) and assessment stereotype(the main element of the rating scale on which the absolute rating system is based) - these are objects that are part of classification structures and have a set of standard signs [Wolf 1985: 56–57].

Facultative elements of the evaluation structure include axiological predicates of thought, intuition, perception, and motivations, classifiers, and various means of intensification and deintensification.

Depending on the research objectives, evaluation can be classified according to different criteria:

1) according to the method of reflection of the evaluated object (rational / logical and emotional / sensing);

2) by axiological nature (positive/negative);

3) according to the standard (Absolute): oriented to some abstract standard of qualities; (comparative): based on comparing objects with each other);

4) on the presence or absence of descriptive meaning in the evaluative concept (concrete/abstract);

5) according to its role in the sentence structure (general and specific) [Zhdanova 2004: 13].

The nature of evaluative sentences is diverse. There are direct and indirect, implicit and explicit methods of assessment. In its linguistic expression, evaluation may be limited to elements smaller than a word, or it may describe both a group of words and an entire sentence. There are different assessment tools at different levels of the language:

1) at the phonetic level (usually in a poetic text) assessment can be formalized by imitative sounds, imitative sound rhythms, phonetic and semantic-phonetic representations, as well as alliteration and/or assonance, which, interacting with other linguistic means, provide the necessary psycho-emotional meaning of speech. creates a background;

2) at the morphological level(in word formation) positive or negative evaluative modality, usually through subjective evaluative affixes;

3) at the lexical level through lexical-semantic evaluation tools (words of various word groups, first of all general evaluative and partial evaluative adjectives and adverbs, direct nominations, definitions-descriptions and the nature of performed actions phrases and phraseological units expressing evaluation);

4) at the syntactic level evaluation is expressed in the most general form by axiological statements, which have a pure evaluative expression, that is, they show what a person considers valuable, what is bad and what is unimportant to him. As a component of the semantic structure of the sentence, the evaluative attitude is expressed in the simplest predicative constructions, which serve as the basis for expanding the entire system of syntactic-paradigmatic tools;

5) evaluation at the sentence level appears, in which sentences with non-evaluative words have an evaluative meaning. Sentences are perceived as evaluative if they describe a situation that has a relevant meaning in the "world scape" [Wolf 1985: 7];

6) at the text level through the text modality, it is understood as follows: "reflects the qualitative assessment of the objects and events of objective reality, the qualitative assessment of the text objects and the relationship between the text events, based on subjective but objective factors in relation to the author's own message a communicative-semantic category that expresses the attitude manifested as a result of the choice of the method of presentation" [Donskova 1982: 28].

The multi-layeredness of the evaluative sign makes the process of inter-level interconnection and interaction inevitable within the units, that is, in their semantic structure and grammatical semantics. As a reflection of the connection between the denotative, significant, structural (paradigmatic and syntagmatic) and pragmatic aspects of the meaning of the evaluative word, the semantic structure of the evaluative word is a unit of interconnection of the components of the evaluative semantics within the units; sentence (paradigmatic and syntagmatic structure) is a unit of inter-level interconnection [Sinepupova 2006: 9].

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