



## Verbalization of Speakers' Intensions Containing Evaluative Emotiveness

### KEYWORDS

functional-semantic field of evaluation, idealized model of the world, emotive consideration, interpersonal interaction, cognitive-pragmatic, intention, intentional discourse, evaluative-emotive vocabulary, complex hierarchical entity, causative-consecutive relation, temporal and target relation.

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**ABSTRACT** *The functional-cognitive aspect of evaluation emotive consideration taken as a basis fits into the context of modern linguistic trends. The evaluation motives have always the objective nature, but they "are not with the evaluation not in any causal relationship, nor with respect to inference: the same motives may be fundamentals for different evaluations". In other words, the evaluation is applied to everything that person considers good: good means to correspond to an idealized model of macro- or microcosm; bad means not to correspond to this model at one of its inherent parameters. Between evaluative predicate and object of evaluation is always a person.*

Currently, linguists attempt to introduce the linguistic means of an evaluation as a single fragment of the linguistic system. For example, T.V.Markelova (1995) describes the functional-semantic field of evaluation; Yu.N.Karaulov (2004) considers the associative verbal network with properties as textual, and system that fixes the psychologically relevant connections and relationships. Analysis and systematization of evaluative predicates containing semantic component allow explicate normative and reference criteria existing in the language. As a rule, the modal frame of the evaluation includes evaluation stereotypes and fundamentals covert.

The evaluation stereotypes correlates with standard area which include the natural properties of objects, forming a set of standard attributes and stereotyping about socially fixed place of an object in the system of values of the given culture. In the system of values, such attribute which has the evaluation in its semantics can be allocated exists, for example, many of the behavioral symptoms of a person: respectful, courteous, attaboy, hero, etc.

The evaluation has dual nature: on the one hand, it is oriented to the "idealized model of the world", formed by the values and norms, and on the other - to the reality, because the motives and criteria are set by actual properties of objects (Arutunova N.D., 1999, p.896). The evaluation motives have always the objective nature, but they "are not with the evaluation not in any causal relationship, nor with respect to inference: the same motives may be fundamentals for different evaluations" (Larina T.V., 2003, p.315). In other words, the evaluation is applied to everything that person considers good: good means to correspond to an idealized model of macro- or microcosm; bad means not to correspond to this model at one of its inherent parameters.

Thus, between evaluative predicate and object of evaluation is always a man. Therefore, the most important feature of the semantics of evaluation is that it always has a subjective factor which interacts closely with the objective. Subjective component requires a positive attitude of the evaluation subject to its object (sometimes it is represented as evaluation modes "good/bad", "approval/disapproval", "like/dislike"

or emotive modes "indulgence", "contempt", "neglect", etc.), while objective (descriptive) evaluation component focuses on the own properties of objects or phenomena, on the basis of which the evaluation shall be made (Arutunova N.D., 1999, p.141), i.e. evaluation value is an expression of attitude toward the descriptive content from the speech subject position based on "good/bad" (Volf E.M., 2002 p.280), "positive/negative" (Foolen A., 1997, p.p. 15-32; Vezhbitykaya A., 2001, p.272; Goleman D., 1997, p.234; Guenther S., 1997, p.p. 247-276; Halliday M.A.K., 1976, p.374; Nofsinger, Robert E., 1991, p.124 "positive/negative/neutral" (Larina T.V., 2003, p.315; Volf E.M., 2002 p.280).

Development of cognitive linguistics in recent decades provides a new look at many concepts traditionally used in studies of language and speech. "A number of linguistic problems get new lighting and new solution because of their lightning from a new point of view, and it is primarily problems of categorization and conceptualization, problems of linguistic worldview, problems of correlating language structures with, problems of parts of speech, etc. - everything lightning of mental representations and their language "bindings" (linguistic forms correlative with them)" is connected (Kubryakova E.S., Demiyankov V.Z., Pankrats Yu. G. & Luzina L.G., 1996, p.54. 245).

The functional-cognitive aspect of evaluation emotive consideration taken as a basis fits into the context of modern linguistic trends as "every linguistic direction in this knowledge branch development process brings a new concept of language, preference of aspect of its consideration introduces new terminology or new content in the old terms, defines the methodology and new research objectives" (Kobrina N.A., 2000, p.p.169-173).

F. de Saussure formulated the main manifestations of dialectical language in his antinomies, thereby recognizing, as N.A. Kobrina writes, that the language reflects the basic laws of human thought, it is undeniable that there are mental entities in the form of concepts (psychological entities in terminology of Saussure (Saussure F., 2001).

Saussure's ideas were the impetus for the development of subsequent concepts devoted to the role and status of conceptual categories in the language (see the works of O. Jespersen, 1958)

Category evaluative emotiveness, no matter how it was understood and at whatever language level was investigated, reveals the connection with the logical category of evaluation and state. So, V.I. Shakhovskiy considers the evaluative emotiveness as communicative category after J.Searl who within an overall trend toward systematizing communication characteristics, calls it expressive category of speech act, category that indicates the speaker's mental state with respect to anything (V.I. Shakhovskiy, 1987, p.16). Here we should pay attention to two issues: first, to contrast of the concept of expressiveness and emotiveness, secondly, to the scope of the concept of communicative categories. V.A.Shahovskiy dedicates his monograph to categorization of emotions in the lexical-semantic system of the language, focusing on the evaluative and emotive lexicon that expresses emotions.

Since the object of research in the study of the evaluative emotiveness categories implementation can be both units constituting the text (words, phrases, sentences) and whole texts. It seems appropriate to talk about the cognitive category of evaluative emotiveness having different status in its implementation options, in other words, having poly-status character. The term "poly-status" in our understanding is the ability of language unit to exercise a categorial value at different levels of the linguistic system, i.e. in the status of the multi-level units. Poly-status of evaluative emotiveness category can be compared with taxonomic category of modality. It is known that members of the taxonomic range suggest not a simple juxtaposition of some units, but their systemacity and hierarchical organization that modality category discovers, according to many scientists (see works: 3, 17, 5). Within this category, there are connections and interdependence, characterizing the system such as the inclusion of units of lower rank in the forms and structures of higher rank (Nikitin M.V., 1997, pp.675 -682).

Communicants, in their intercourse, start it with different settings, objectives, evaluations and emotions, although the presence of common elements is necessary for communicative act. There are categories that relate the quality of participant of interaction with its communicative behavior: social role, position, status, psychological personality type, type of communication skills, communicative "I-state" (Makarov M.L., 2003, p.217).

Description of cognitive level involves identifying concepts, ideas, notions, by which there is "a picture of the world, reflecting the hierarchy of values" (Tripolskaya N.A., 2000, p.6; Kubryakova E.S., 2004, p.27) and the evaluative emotiveness to verbalization of speaking socium's value paradigm has a direct relationship: expresses evaluation, modified, adjusted followed by the act of evaluating by emotions.

Statements with the evaluative emotiveness convey a wide range of communicative intentions of the speaker, so the problem of their interpretation by the addressee is relevant in relation of the cognitive-pragmatic language studies. It is related to the further development of linguistic procedures to identify intentions of the speech act. It is here that the intersection of interests of the interpretive linguistics and theory of speech acts take place. Since goal, intention of a speaker come forward as the main criterion of identification of the speech act and speech genre [see works: [22; 3; 23; 24; 25, etc.], there is

a problem of "reading" the leading and secondary statement intentions. With reference to the statements made by using evaluative emotiveness, this problem becomes relevant as in the field of emotive evaluation expression (mostly negative) speaker rarely explicates his intentions, they remain "implicit value".

The notion of pragmatic attitudes, i.e. explicit or implicit goal of statements can be correlated with the notion of "illocutionary force" or "illocutionary goal" widely accepted in linguistic research under the influence of the speech act theory behind J. Austin and J. Searle [23]. It seems quite fair about A.G. Gurochkina's view of the significant role of goal setting in communication. She understands the goal setting as the main goal selection, definition of intermediate and related goals. "Communicants realize their goals in each situation. In analyzing a given situation of communication in addition to the main goal of the interaction, it is necessary to consider the rules under which this situation, "repertoire" of the elements that contribute to its occurrence, role installations, the degree of person involvement and his relation to an event, the rules that dictate the choice of communicants' behavior tactics, their original concept, which seemed to set the tone of communication, their choice of communication tone, etc. develops" [26, p.237].

In the evaluative-emotive discourse, as the material of our research shows, informative, emotive and phatic function of language, each of which can intertwine, intersect, interlock with others, can be realized at the same time.

Speech acts, including evaluative-emotive lexical units to the speaker, illustrates the property of pragmatic information that Yu.D. Apresian calls "plexus with semantic information" [29, v.1, p.143]. This feature of pragmatics is that it is closely intertwined with the semantics and in many cases it becomes difficult separable from it.

The pragmatic information of disapproval and condemnation by the speaker of his own actions and behavior is also "embedded directly in the lexical meaning of the words and lexicographically appears as semantic" [29, v.1, p.144].

Emotional evaluation accounts for as much as possible the phenomenon of life of the person along with his mental, social, ethnic and cultural characteristics. That is why it was possible to analyze the poly status semantic category of evaluative emotiveness, considered from the perspective of interpersonal communicates relations in the structure of verbal communication in several directions. It is proved that poly status of this category is related to its ability to represent the evaluative relationship in the status of different levels of language units. Most clearly manifested phenomenon appears in a discourse (including has gender-specific), which integrates the various categorial manifestations of evaluative emotiveness in interpersonal relations and cognitive nature of this category is due to focus on the mental synthesis of conceptual essence of linguistic evaluation manifestations.

Revealed intentions are not uniform: more simple intentions forming speech act, and more complex such as goal-setting discourse of linguistic identity stand out. The latter include the creation of own speech image, striving for speech expressiveness and imagery, organization of a special type of communication. Let's specify that speaking about the motives of the latter type, about goal-setting of linguistic identity discourse, we assume the analysis of verbal behavior of the speaker to the fullest extent. It is in this material emphasizing and studying these motives of communication is possible.

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