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THE CHARACTERISTIC FEATURES OF THE EMOTIVE-EVALUATIVE LEXIS
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Abstract

This article represents the analysis of definitions of such linguistic notion as the emotive-evaluative lexis, produced and studied by many authors, both domestic and foreign. Some researchers consider it to be an independent type of language that creates bonds between people and has a power to affect those bonds and the attitudes of participants of the communication. Others believe that the emotive-evaluative lexis is a part of the language that is represented by stylistically marked words and expressions with a connotative and denotative meaning. This article also studies the term of connotation and its relation to the emotive-evaluative lexis, which is expressed in evaluation and emotiveness being essential components of the connotation. There are also classifications of emotive-evaluative lexis, depending on the coloring of the connotation and the way of interpreting the estimation of the words. The present article has a scientific potential justified by the importance of future studies on the ways and methods of teaching the emotive-evaluative lexis and the necessity to implement a methodological basis for the successful learning of this type of vocabulary by university students.

Key words: emotive-evaluative lexis, connotative meaning, denotative meaning, connotation, evaluation, emotiveness.

ЭМОЦИОНАЛДЫ-БАҒАЛЫ ЛЕКСИКАНЫҢ ЕРЕКШЕ ҚАСИЕТТЕРІ
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Аңдатпа

Бұл мақалада көптеген отандық және шетелдік авторлар шығарған және зерттеген эмоционалды-бағалы лексика сияқты лингвистикалық ұғымға анықтамалардың талдауы берілген. Кейбір зерттеушілер оны адамдар арасындағы байланыстар тудыратын және сол байланыстар мен қарым-қатынасқа қатысушылардың көзқарастарына әсер ету күші бар тілдің дербес түрі деп санайды. Басқалары эмоционалды-бағалы лексиканы стильдік таңбаланған сөздер мен коннотативтік және денотативті мағынадағы сөз тіркестері арқылы берілетін тіл бөлігі деп есептейді. Бұл мақалада коннотация термині және оның коннотацияның маңызды құрамдас бөлігі болып табылатын бағалау мен эмоционалдыққа көрініс табатын эмоционалды-бағалы лексикамен байланысы да зерттеледі. Коннотацияның бояуы мен сөздерді бағалаудың жүзеге асу тәсіліне қарай эмоционалды-бағалы лексика классификациялары да бар. Бұл мақаланың эмоционалды-бағалы лексиканы оқытудың жолдары мен әдістері бойынша болашақ зерттеулердің маңыздылығымен және университет студенттерінің лексиканың осы түрін табысты меңгеруінің әдістемелік негіздерін жүзеге асыру қажеттілігімен негізделген ғылыми әлеуеті бар.

Түйінді сөздер: эмоционалды-бағалы лексика, коннотативтік мағына, денотативті мағына, эмоционалдық, бағалау.

ОТЛИЧИТЕЛЬНЫЕ ЧЕРТЫ ЭМОЦИОНАЛЬНО-ОЦЕНОЧНОЙ ЛЕКСИКИ

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Аннотация

В статье представлен анализ определений такого лингвистического понятия, как эмоционально-оценочная лексика, разработанных и изученных многими авторами, как отечественными, так и зарубежными. Некоторые исследователи считают эмоционально-оценочные слова самостоятельным слоем лексики, связывающей людей и обладающей способностью влиять на человеческие отношения и на взгляды участников коммуникации. Другие авторы считают, что эмоционально-оценочная лексика – это часть языка, представленная стилистически маркированными словами и выражениями, имеющими коннотативное и денотативное значение. В статье также рассматривается термин коннотация и его отношение к эмоционально-оценочной лексике, которая выражается в оценочности и эмотивности, являющихся, в свою очередь, важнейшими компонентами коннотации. Существуют также различные классификации эмоционально-оценочной лексики в зависимости от эмоциональной окраски и способа интерпретации оценки слов. Данная статья имеет научный потенциал, обусловленный важностью дальнейших исследований способов и методов обучения эмоционально-оценочной лексике и необходимостью разработки методологической базы для успешного изучения данного вида лексики студентами вузов.

Ключевые слова: эмоционально-оценочная лексика, коннотативное значение, денотативное значение, коннотация, оценочность, эмоциональность.

Introduction

In order to master any foreign language, one needs to consider all the aspects of it, including different layers and types of lexis that language has. During the process of cognition, when we are getting new information, just like while learning a new language, we assess the obtained data in a certain way. Afterwards, we transfer our mental assessment into the verbal one, and that's when the necessity to use the evaluative vocabulary appears. This article is aimed on studying the phenomenon of emotive-evaluative lexis, which includes different types of classifications and views of various researchers on this issue. Objectives of this articles are the following: to define the notion of emotionality and emotiveness in the frame of linguistics; to study classifications given by different authors and the criteria of the suggested classifications; to outline common features and differences in the characteristics of various authors. The scientific novelty is explained by the lack of researches on the matter of emotive-evaluative lexis and the necessity of it, since the studies of this kind of vocabulary is essential while learning the English language in general.

Methods of research

During the production of this article the common methods of research were implemented, such as the analysis of relevant sources and synthesis of the information on the topic. Moreover, there were some analogies drawn in this work.

Results of research

Indeed, emotions and evaluation represent an integral part of the language that enrich our speech and make it more saturated and fuller. In other words, they add more expressiveness to it.

According to V.I. Shakhovsky, emotionality and emotiveness are usually considered to be different phenomena, since in the frame of linguistics the only notion that can be relevant us emotiveness. Emotiveness is a linguistic expression of the extralinguistic category of

emotionality and is supposed to reflect the subjective attitude of the author towards the object [1].

There is even a classification of attitudes, suggested by foreign researchers R.E. Petty, L.R. Fabrigar and D.T. Wegener, who also support the theory of attitudes, it includes: emotionally based attitudes, where evaluations are based more on the feelings of a person towards the object and its properties, and cognitively-based attitudes, where evaluations are based more on a person's beliefs about the object and its properties [2].

Emotive-evaluative vocabulary can be determined as 'the relevant language that can lead to the creation of interpersonal relationships between the speaker and the targeted audiences [3], since it is that kind of vocabulary that expresses our attitude towards this or that phenomenon or object and causes a reciprocal reaction of another participant of the communication. It would also be appropriate to mention that emotive-evaluative vocabulary has hidden mechanisms of manipulation on the audience [3]; it carries the personal view of the speaker/writer, who is initially intended to affect the addressee by using this kind of vocabulary, depending on their own values and worldview. It leads us to thinking that the higher emotional-evaluative development of the person is, the more successfully they adapt to the society.

Different researchers determine the emotive-evaluative vocabulary differently. Some of them consider it to be the distinguished language with its own purpose and functions, while others believe the emotive-evaluative vocabulary to be just a group of stylistically marked words.

Soviet linguist I.V. Arnold defines emotive-evaluative vocabulary as stylistically marked words which together with denotative meaning, indicating the subject of the speech, possess connotative meaning, which is comprised of emotional, expressive, stylistic and functional evaluation components [4].

Connotation is a part of the systemic lexical meaning of a word that reflects the emotional, evaluative attitude of people to the things indicated by the word. Connotation performs a special expressive function in language and speech.

The structure of connotative meaning is quite sophisticated. Being researched by various scientists, it was divided into four components that differ from the ones mentioned above, they are: expressiveness, emotionality, evaluativeness and imagery. These components of connotation help us express our attitude towards this or other phenomenon and make a certain impact on other participants of the communication.

Such authors, as N.A. Lukyanova, L.A. Kisselyova, E.V. Kuznetsova, and others consider expressiveness, emotionality and evaluativeness being the only components of connotation [5]. And they define connotation, in its turn, as a coloring (emotional, evaluative, or stylistic) of a linguistic unit or occasional character. It is a secondary part of the meaning that is responsible for making the emotive-expressive impact, regarding that everything surrounding people causes a certain attitude of theirs, let it be positive, negative or neutral. E.V. Kuznetsova also states that the component of evaluativeness is closely related to the emotionality. Thus, people themselves can be the subject of evaluation (*nerd, darling)*, as well as it can be their behavior (*lazybones)*, products of their activities (*trash, beauty)* and various social phenomena. The natural relation of both emotiveness and evaluativeness confirm their being a single connotative component.

All the components of the connotation, which are emotionality, expressiveness, evaluativeness and imagery, have their own classifications, identified by the number of researchers. T.V. Markelova suggests functional, connotative and pragmatic evaluation. As for the emotionality, most authors agree that it can be either positive or negative [6]. And as

M.D. Rocklage and R.H. Fazio state, more emotional reactions tend to be more extreme in their positivity or negativity [7].

According to the research of such authors as R.H. Tirigulova, O.V. Zakirova, E.R. Ibragimova and E.L. Pupysheva, there are words with positive and negative connotations, which have their own subgroups. Such of the category of words with positive connotation are the following [8]:

1) vocabulary with sublime-publicist coloring (*apotheosis, epochal, inspire*);
2) vocabulary with high-conversational coloring:
   - excitement showing lexis (*tremendous*);
   - lexis with a touch of piety (*dare*);
   - lexis with a touch of exaltation (*almighty*);
   - lexis with a touch of solemnity (*infant*).

As for the words with negative connotation, they have subcategories of words with pejoratively-publicist coloring (*notorious*) and words with general-speech disliking shade (*poser*).

Though words with positive connotation seem to have more subcategories, comparing to those with the negative one, some researchers claim that negative evaluations usually prevail over positive ones both in quantity and variety of expressive means [9].

T.V. Markelova divides the emotive-evaluative kind of vocabulary into three types, depending upon the method of implementing the estimation of lexical units [7]. There is functional evaluation (has the evaluation sense of denotation presented – *bad, useful)*; connotative or contextual evaluation (neutral lexical units that are present only in particular contexts: *transparent, Red-Brown – communist)*; pragmatic evaluation (explained in the specificity of its denotation – *terrorism)*.

Thereby, various authors and scientists all over the world have their own opinion on the definition of the emotive-evaluative lexis. First of all, there was observed a distinction between notions of 'emotionality' and 'emotiveness'. The latter is considered to be more relevant for linguistic researches, being an expression of extralinguistic category of emotionality.

Emotive-evaluative lexis was studied to be the language leading to the creation of interpersonal relationships, that also has some hidden mechanisms of affecting the audience, as L.S. Polyakova, E.V. Suvorova and A.Y. Trutnev claim, and can reflect the attitude of the author or influence the one of the audience. In this way, there is a classification suggested by foreign researchers R.E. Petty, L.R. Fabrigar and D.T. Wegener, which includes emotionally-based attitudes and cognitively-based attitudes. Other researchers, as I.V. Arnold, define the emotive-evaluative lexis from the point of view of its meaning. In this way, the emotive-evaluative lexis consists of stylistically marked words and expressions that possess connotative and denotative meaning. Connotative meaning has quite sophisticated and controversial structure. It's familiar that it has several components that can vary depending on the author. For instance, I.V. Arnold emphasizes emotional, expressive, stylistic and functional evaluation components, while some others define evaluation and imagery as two other independent components besides the emotiveness and expressiveness. And there are even such authors, who distinguish only three components of the connotation – emotional, evaluative and stylistic, they are Russian researchers N.A. Lukyanova, L.A. Kisselyova and E.V. Kuznetsova.

Evaluation and emotivity can also be classified as connotative components. R.H. Tirigulova, O.V. Zakirova, E.R. Ibragimova and E.L. Pupysheva suggest a classification based on the connotation of the lexis and its coloring. Connotation is mostly positive or negative. The lexis with positive connotation can be divided into the one with sublime-publicist

coloring and the other with high-conversational coloring. As for the lexis with negative connotation, it can have pejoratively-publicist coloring and general-speech disliking shade. T.V. Markelova suggest another three-type classification of the emotive-evaluative vocabulary. It is based on the method of how the estimation of words was implemented and includes functional evaluation, connotative or contextual evaluation and pragmatic evaluation.

Conclusion

Thus, although the issue of emotive-evaluative vocabulary represents an area for numerous researches, the level of the scientific knowledge about it still remains high nowadays. The variety of definitions and classifications distinguished by many researches only highlights the importance of the emotive-evaluative lexis for English language learners and speakers. The linguodidactic aspect of this study possesses the greatest interest for linguists, since teaching the emotive-evaluative lexis of the English language lies in the basis of learning the language.

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