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THEORETICAL FRAMEWORK FOR RESEARCH ASSESSMENT IN MODERN LINGUISTICS BASED ON GOOD AND BAD CONCEPTS

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Tayanch so‘zlar: baholash strategiyasi, nutq, metodologiya, faol, samarali, mustaqil, munozarali, zamonaviy tilshunoslik, funksional-semantik, kommunikativ, pragmatik.

Ключевые слова: стратегия оценки, дискурс, методология, инициативно, эффективно, самостоятельно, дискуссионное, современная лингвистика, функционально-семантическая, коммуникативный, прагматический и познавательный.

Key words: evaluation strategy, discourse, methodology, proactively, effectively, independently, discussing, modern linguistics, functional-semantic, Communicative, pragmatic and cognitive.

The historical study of the category of evaluation in linguistics laid down in early European logical and philosophical treatises of famous ancient philosophers. Evaluation attracted the attention of scientists more as a logical-philosophical category, and its research was limited within the framework philosophy, axiology, theology and ethics. At the beginning of the twentieth century, Charles Bally introduces the concept of evaluation, which later becomes the object of study in linguistic research. According to Bally’s definition, evaluation is found as a reaction to an object, expressed in words in a wide range of attitudes, than there is a scientist focusing on whether it causes joy or suffering, useful or harmful, good or bad, consistent or inconsistent principles of morality. Since then, fundamental questions of study categories of assessment have expanded significantly due to its study in various languages from the points of view of logical-philosophical, functional-semantic, communicative-pragmatic, cognitive and other approaches.

In the philosophical aspect, the term assessment is the assessment of social phenomena in accordance with their significance for human life and through the prism accepted norms of behavior and moral principles. Consequently, in the works ancient philosophers define the key concepts of good and evil, on which both early and modern theoretical studies are based on field of valuation theory, as well as its relationship with the concepts of value and norms. The



subject, object, basis and nature of the assessment are determined, certain types of evaluation are distinguished, and evaluation and descriptive predicates.

According to Aristotle, all objects can be described evaluative words. Thus, evaluative words differ from descriptive and such types of “good” distinguished as external goods, goods related to the soul, and benefits related to the body. Thus, the scientist determined the unity between types of goodness in identifiable characteristics. Therefore, the initial theories reflected in the works of Aristotle are the fundamental basis determining the meaning of value judgments of all types of concepts of good and evil. Thus, ancient philosophy laid the basic foundation for the concept of values.

In philosophy, values are defined as “material or spiritual by their nature, phenomena that have a positive significance for individual, one or another social group, society as a whole and serve a means of satisfying his needs and interests” According to essence of this definition, values relate to objects and phenomena that have a certain significance for humans. During the Middle Ages, the idea of representation of one God, and the interpretation of the texts of the Bible was considered the main creation, where objective reality was secondary to God and to a person. During this period, assessment is considered as context of religious and theological ethics of good and evil, in which the concept of good was expressed by good intention, love for the Almighty. Violation of the divine is considered evil commandments, which could be accompanied by illness, death and other accidents.

Philosophical research of the 17th century is considered a period of philosophy New time. The study of the category of assessment in this direction is associated with the study of the interaction of a person’s mental nature with the real objective world, the main determining factors of which are desire, will, feeling, etc. One of the greatest philosophers During the modern period, Thomas Hobbes calls such ordinary feelings inherent in man, such as desire, love, disgust, hatred, joy, grief, through which the concepts of evil and good are expressed. Thus, T.Hobbes denotes good or bad through the manifestation of desire or disgust and identifies types of good (good as a promise, good as action, good as a means) and types of evil (evil as a promise, evil as an action and result, evil as a means - insignificant, unprofitable, dangerous). J. Locke adhered to the hedonistic principle in his writings good and bad, which was based on the distinction between simple and complex initial ideas for philosophical teachings. Describing the interaction between concepts of good and pleasure, evil and suffering, Locke emphasizes attention to the fact that things are understood as good or evil relative pleasures and pains. Under the concepts of



pleasure and pain, Locke writes what it means, something that relates either to the state of the body, or souls, although, in essence, these are completely different states that depend on disorders of the body or mental thoughts. In the idea of J.Locke can notice the basic idea that good or bad can have gradations, i.e. given the state of the object, it may be large or less (cf.: good - very good; bad - very bad). The very concept of graduation associated with the subject's state of sensation when increasing or decreasing suffering and pleasure. Thus, hedonic Locke's concepts of good and bad are related to the psychophysical the relationship between a person and the world around him. Within this area, an assessment typology has been also developed, which is widely used in modern linguistic research.

For example, we can highlight the assessment classification compiled by the Finnish logician G.Kh. von Wright, consisting of six types of "good", which were systematized according to various areas of activity:

- √ Instrumental good (a good job, a good way), which serves with the purpose of forecasting and recommendations.
- √ Technical goodness, which describes individual talent and skill in a specific industry and profession. For example, a good engineer, a good politician, a bad hairdresser.
- √ Good regarding human well-being: useful, important, good, bad, harmful for health.
- √ Utilitarian good, which is chosen as the most useful: good recommendation, useful products, effective tools.
- √ Medical goodness describes human capacity, including mental and physical data (good memory, bad memory).
- √ Hedonic good – refers to the feeling of pleasure and pleasure from good circumstances, moments (funny joke, good joke). The proposed classification by G.H. Von Wright was based on general categorical criteria of assessment in line with conceptual analysis and is considered one of the fundamental theoretical provisions for the study of assessment.

Thus, early philosophical studies of evaluation laid the foundations theoretical basis for studying the category of assessment in modern linguistic directions, in line with logical-philosophical, functional-semantic, communicative-pragmatic, cognitive and others linguistic approaches. At the present stage of development of the logical-philosophical direction Scientific work appeared (A.A. Ivin, N.D. Arutyunova) dedicated to further research into the evaluation category. Key ideas of assessment in line of this approach are focused on general issues of the status of assessment as logical-philosophical category aimed at semantic and



functional characteristics of the general assessment good bad, on parameters different subjective and objective evaluation criteria, as well as on the problem expressions of certain types by linguistic means, its functioning in language.

A.A. Ivin also touches on the need for differentiation evaluative value from descriptive. However, the author points out the difficulty this distinction, explaining that most utterances in language mixed and characterized by a descriptive-evaluative nature. Therefore, according to the author, sometimes even through context it is very difficult to identify in which of these opposing meanings the statement is used either as a description or as an assessment. However, A.A.Ivin emphasizes the important role of context for correct perception of evaluative expressions in which they function, since the usual or standard definitions highlighted by the author evaluative statement, in any grammatical form are able to express assessment in their appropriate context. Although, the division of estimates statements among other types, depending on grammatical grounds, impossible. Subsequently, scientific works of A.A.Ivina become basic in studies on the logic of assessments. New in research on the logic of assessments. It should also be noted that the presented A.A. Ivin in his work «Foundations of the logic of assessments» the assessment structure is the most developed problem in the logical-philosophical approach. this work is dedicated to the logical theory of absolute estimates, which covers general problems of value judgment. Assessment structure, according to A.A. Ivina, includes in the following mandatory components: subject of assessment, object of assessment, the basis for the assessment (argumentation) and the nature of the assessment (positive or negative).

According to various theoretical premises, elements of the assessment structure may vary However, the above structures are basic, as they form the basis assessment structures. In the works of N.D. Arutyunova focuses on the logical-semantic aspects of the study of language assessment based on the material of Russian and Spanish languages, assessment, according to the author, is associated not only with the surrounding reality, but is also a way of relating a statement to reality. N.D. Arutyunova defines assessment as “a mental act, as a result of which the subject’s relationship to the assessed is established object in order to determine its significance for the life and activity of the subject”. According to the author, the assessment, first of all, relates to the person and reflects his evaluative attitude towards the world around him. In the works of N.D.Arutyunova presented a more detailed classification of assessments, in which it is proposed to consider the assessment as general and private. The overall score is the result of the assessment process, with in which the subject



of evaluation distinguishes the properties of an object, reflecting its positive or negative characteristic. In language they can be expressed by such adjectives as good, – bad, bad – good wonderful – excellent – magnificent; etc. A private assessment relates to individual properties of an object, because that linguistic units are used to describe a particular object, which name this or that trait, for example, talented – cruel

√ Further, private evaluation values have the following categories:

√ sensory-gustatory or hedonic assessments express impressions, that arise in consciousness when something is perceived by the senses: vision, hearing, smell, touch (pleasant – unpleasant; tasty – tasteless, delicious – disgusting);

√ psychological assessments, in which a step is taken to the side rationalization, understanding of the motives for evaluation:

a) intellectual assessments (interesting, fascinating, clever, exciting, boring, dull, unexciting);

√ b) emotional assessments (joyful, sad; merry, melancholy);

√ aesthetic assessments are a synthesis of sensory-gustatory and intellectual assessments expressing emotional and mental feelings from the perception of something (beautiful – ugly; lovely – unlovely);

√ ethical assessments (moral – immoral; ethical – unethical, kind – angry, polite – rude);

√ utilitarian assessments (useful-harmful; favorable-unfavorable; profitable-unprofitable);

Thus, it should be noted that within the framework of logical-philosophical concepts were touched upon key issues of theoretical understanding concepts of assessment, the basic structure of assessment was presented, as well as proposed basic assessment classifications that are relevant and in demand at the present stage of development in the field of valuation theory.

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РЕЗЮМЕ

Ushbu maqola tibbiyot mutaxassisliklari talabalarini ingliz –tilini o‘qitishda kasbiy yo‘naltirilgan o‘qitishning maqsadli, mazmuni va nazorat-baholash tarkibiy qismlarining o‘ziga xos xususiyatlarini o‘rganishga bag‘ishlangan bo‘lib, bu kompetentsiyaga asoslangan yondashuv nuqtai nazaridan muhimdir. Tadqiqotning vazifalari psixologik, pedagogik, ilmiy, uslubiy va maxsus adabiyotlarni o‘rganish jarayonida hal qilindi; tarbiyaviy ish tajribasini tahlil qilish va umumlashtirish.

РЕЗЮМЕ

Данная статья посвящена изучению специфики целевого, содержательного и контрольно-оценочного компонентов профессионально-ориентированного обучения студентов медицинских специальностей иностранному языку, что является значимым с точки зрения компетентностного подхода. Задачи исследования решались в процессе изучения психолого-педагогической, научной, методической и специальной литературы; анализ и обобщение опыта воспитательной работы.

SUMMARY

This article is devoted to the study is to reveal the specifics of the target, content, and control and evaluation components of professionally oriented teaching of students of medical specialties in English, which is significant in terms of a competency-based approach. Research tasks were solved in the process study of psychological, pedagogical, scientific, methodological and special literature; analysis and generalization of the experience of educational work.