

## COMMUNICATIVE EVALUATION: FUNCTIONAL ASPECT

The report describes the functional content of communicative evaluation as a bundle of its constituent functional elements which are realized in a communicative act and directed at the receiver. Those characteristics are determined on several coordinate planes: cognitive, emotive (evaluative proper), affective, and regulatory (conative).

The main functions of the language are traditionally viewed as: cognitive (Subject #1 acquires new knowledge), expressive (Subject #1 expresses his/her psychological state) and communicative (Subject #1 – the sender of the evaluative message – transfers the acquired knowledge to Subject #2 – the recipient, or the addressee, of the evaluative message).

We assume that evaluation plays an integrating role in the system of basic language functions, being part of each of these functions. First, the objects and the phenomena people are to learn and understand are primarily related to the system of values shared by millions of those people. Here, we are dealing with the axiological component of the cognitive function. Second, a person expresses his/her psychological state in relation to objects which affect his/her interests. This constitutes the affective component of the expressive function. Third, the information to be conveyed normally contributes to the improvement / deterioration of certain aspects of human life. That is the regulatory (conative) component of the communicative function. What is more, in terms of the pragmatic function, another basic human language function, the impact on the addressee is aimed primarily at changing his/her “evaluative perception” of reality.

The functional content of communicative evaluation is considered according to several parameters related to the actualization degree of: a) the evaluative attitude of the message sender to the object under consideration, b) objective evaluation criteria, c) addressing the communicative message to a specific recipient.

The cognitive function is manifested in its doxastic and idiosyncratic varieties. Doxastic values are socially recognized and normalized (experienced/inexperienced; stability/instability). Idiosyncratic values reflect the significance of the object from the point of view of the evaluating subject's individual interests and needs of (effective, helpful, success).

The emotive, or evaluative proper, function determines the position of the evaluated object on the evaluation scale, which is not directly related to the objective properties of the object, socially recognized values or individual needs of

the subject. The expressive functional component of communicative evaluation manifests itself in the form of affective assessments and is defined as an expression of the psychological state of the emotional subject, which is a reaction to certain properties of the object. In other words, here, we have to do with one of manifestations of indirect qualification of the object. The regulatory (conative) functional component of communicative evaluation is associated with the communicative (pragmatic) potential of the evaluative message. That, in turn, consists of the illocutionary and perlocutionary components, which represent the illocutionary intention of the subject of the evaluation message and the potential impact of the latter on the recipient, respectively.

The communicative implementation of functional components of communicative evaluation contributes to the actualization in the message of a specific communicative evaluation strategy. The positioning macrostrategy of communicative evaluation is the strategy of exerting an “evaluation impact” on the text recipient with the goal of creating a positive, negative or neutral (indifferent) attitude towards a certain subject or phenomenon of reality. The standard positioning communicative strategy that contributes to the implementation of the cognitive evaluation function is the “value positioning” strategy. One of manifestations of the idiosyncratic evaluation subfunction is the implementation of beneficial positioning tactics in the message.