

## Evaluative Speech Acts in Dialogic Speech

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### ABSTRACT

*The article is devoted to the essence of the evaluation category from an axiological point of view, within the framework of the theory of value, the definition of an object in terms of satisfaction or dissatisfaction with established requirements, needs, desires descriptive, the emergence of evaluation depends on the needs and motives of a person, the evaluation is devoted to an important cognitive mechanism that requires the participation of pragmatic factors. In contrast to the linguo-philosophical interpretation of evaluation, which links cognitive activity with ontological reality, in the communicative-pragmatic direction, evaluation is defined as a means of influencing the addressee.*

**Keywords:** Dictionaries of logic, category of assessment, object of assessment, instrumental assessment, utilitarian assessment, ontological reality, communicant, structural-semantic, implicit, speech movement, stimulus-reaction, discursive activity.

### INTRODUCTION

Philosophers and linguists note that the formation of value occurs in the process of human cognition of the universe and in the classification of things in it. Logic dictionaries also define the concept of “assessment” as an attempt to determine and justify the moral value of an event (action, goal, etc.) and on the basis of which “a person’s conscious activity is formed” (Ivin 2004: 507).

The essence of the category of value from an axiological point of view is determined within the framework of the theory

of value, that is, whether the object meets the specified requirements, needs, desires (Arutyunova 1988).

According to E. M. Wolf, evaluation is a separate part of the meaning of linguistic expressions, which is interpreted as follows: "A (the subject of evaluation) considers B (the object of evaluation) good or bad" (1985: 203). Evaluation activity consists of four structural parts – the subject of evaluation, the object of evaluation, the basis of evaluation and its essence. The subject of assessment is a person or a group of persons carrying out valuation activities. The object of assessment is any part of the world being assessed; in the mental structure there is an object of evaluation associated with any evaluation, the subject expresses a positive or negative attitude towards this object through linguistic signs. The peculiarity of the object of assessment is expressed in the fact that it refers not only to a specific object, but also to an integral set of events and facts. The predicate of evaluation or the basis of evaluation is part of the speech construction that represents the essence of the event.

The rating is given on the basis of such attributes as importance/insignificance, true/false, but, according to E. M. Wolf, the main character remains good/bad. The expression of a certain apparent relationship between the subject and the object of evaluation is central to the content of any evaluation structure. Also, the overall rating appears in the generalization of the characters.

Human activity belongs to different areas and therefore this activity can be assessed in different ways. The Russian linguist N. D. Arutyunova in her study quotes the Finnish logician G. H. von Wright; he is based on theoretical views. The logician proposed to separate the types of assessment, taking into account the nature of the object of the assessment structure. It differs primarily from an instrumental assessment (a good knife, a good artificer), given for recommendatory purposes. Phrases of this type "are among the facts that ensure the fairness of the sentence when they are triggered" (Arutyunova 1988: 12). Instrumental assessment shows the superiority of the given object over other objects used for this purpose.

G. F. Wright type, which is called “utilitarian evaluation” (practical evaluation), includes evaluation expressions, meaning that the object is useful to achieve the goal. In this case, the assessment reflects such characteristics as useful, harmful, useless. Finally, a separate medical assessment group is described, which describes the physical organs, mental and mental abilities (excellent memory) of people and other creatures.

In contrast to the linguo-philosophical interpretation of evaluation, which links cognitive activity with ontological reality, in the communicative-pragmatic direction, evaluation is defined as a means of influencing the addressee. A similar point of view is expressed by representatives of the psycholinguistic approach. The well-known psychologist A. N. Leontiev notes that the assessment takes place depending on the needs and motives of a person. Evaluation is an important cognitive mechanism that requires the involvement of pragmatic factors (1977: 48-49). In the communicative-pragmatic approach, much attention is paid to the analysis of evaluative vocabulary, which involves the use of various communication strategies. The study of the evaluation phenomenon is especially important for studying the problems of interpersonal communication, in which the action plan of communicators is clearly visible.

The strategies considered in the communicative environment include decisions, speech actions and the use of language means that the speaker chooses to achieve a specific goal (Issers 1999).

By positively evaluating the events of the day, the person entering into the dialogue creates the basis for the dialogue to take place in the spirit of mutual trust and friendly intimacy. The interlocutors approach each other, expressing emotions, actions that reflect the inner qualities of a person. According to some researchers, the concept of strategy implies the achievement of more goals than mutual cooperation. This is the effect of influencing the addressee by transferring his perception of the world to the scene desired by the narrator (Issers 1999).

Thus, evaluation, especially positive evaluation, is an event that regulates and controls human behavior. In addition to using a positive assessment to encourage dialogue, create conditions for

mutual understanding, it sometimes makes him take a certain action (Chen 1993: 7).

Speech acts with positive evaluative content are more common in dialogic speech. After all, a speech act in a dialogue has a two-way orientation: in the first direction, the speech act refers to a certain person, in the second, it serves as an answer to the previous context, speech action, question. One of the urgent tasks of the theory of dialogue is the study of the relationship of its replicas. Dialogic unity is usually viewed as a structure consisting of two replicas in the “stimulus-response” relationship – a combination of speech and action. The first of these replicas is considered to be a structurally-semantic and functionally independent speech act, and the second is given the status of a subordinate to the first in all respects. Dialogue is not a simple or extraordinary combination of speech acts, but a structure that requires their interaction in the volume of informational expression, syntactic-semantic and functional alternatives. The functional-semantic connection of the replica-response with its antecedent is manifested, for example, in its performance of the function of a positive response: Laurie. Would you ring down for some more Perrier’s? Laurie: OK darling (J. Osborne).

One of the dialogic structures in which the meaning of evaluation is most clearly expressed is a dialogue led by a complimentary speech act in which one of the communicants is served. It is known that the act of praise is one of the most convenient means of expressing a positive assessment in various forms and levels (Herbert 1989: 17).

#### MATERIALS AND METHODS

The reality of commendable official communication is reflected in the language construction “compliment addressed to him.” In this case, the compliment strategy is implemented by the speaker, and this communicative strategy takes on a linguistic form in different versions and interacts with other types of communicative strategies. At the same time, he is equally active in a variety of social situations, both formal and everyday. Speech acts of compliment form a single functional and semantic

field, which is based on the act of praising people. Subsequent circles include acts of praise for objects associated with the person. There are also types of compliment expressive and implicitly implicit expressions. Complimentary meaningful relations are subject to communicative tactics aimed at harmonization.

A compliment is, first of all, an act of respect for the interlocutor, and at the same time, a strategy of mutual rapprochement is provided. Pragmalinguists call this the “positive respect strategy.” Evaluating everything related to the interlocutor is intended to give him or her peace of mind. At the same time, the need for this speech act is not the same in different linguistic cultures (Dijk 1981: 20).

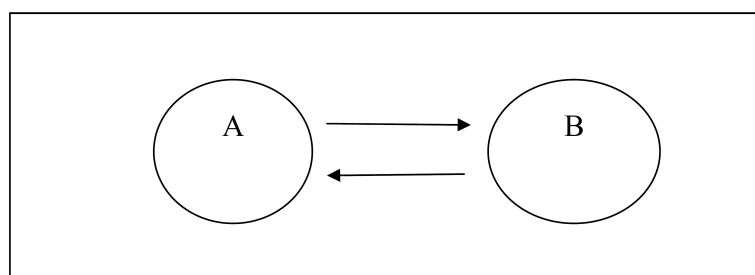
In a dialogical environment of communication, a compliment performs two functions, the first of which is to be proud of the object of evaluation (in this case, the target speaker), and the second is to make the information pleasant to the interlocutor. (target listener). Simultaneously with the acceptance of a compliment, the listener feels the need to show humility, otherwise there is a risk of losing reputation. This is probably why P. Brown and S. Levinson prefer to include compliments in the “face-threatening acts” group, i.e. speech acts that affect reputation (Chen 1993: 13). Because the act of complimentary speech “loses equality between the interlocutors” (Wolf 1985: 28).

According to E. M. Wolf, it corresponds to the concept of “emotional stroking” proposed by psychologists. E. Berne uses the term “emotional caress” to denote an attempt to fix the presence of the interlocutor.

According to him, people feel the need for such recognition (recognition – hunger), and this recognition can occur in a linguistic or non-linguistic form. This means that the speaker, performing the speech act of a compliment, “emotionally strokes” the listener and expects a response from him. The listener, in turn, feels the need to respond to such an emotional impact. If left unanswered, it will be cold (Wolf 1985: 11).

The situational model “Compliment and response” must be described in two stages. At each of these stages, the social status

of the interlocutors, the goal may be different, and therefore the effect cannot be the same. We plan to select for analysis the speech acts that will be generated by this model. During the dialogue, the communicative status of the speaker (A) and listener (B) changes. When determining the status, communicators rely on several indicators (for example, leadership and social status are distinguished in the vertical section, personal relationships of the interlocutors are taken into account in the horizontal section). The speaker (A) pursues two goals at the same time; that is, if pleasing the listener is a tactical goal, then establishing good relationships is a strategic goal. The effectiveness of communication is determined by the positive impact on the listener through evaluation. Replying to a compliment is the second stage of communication. In this case, the participants in the dialogue, although the conditions remain the same, but the goal takes on a different form, and the listener (B) becomes its subject. This situation can be illustrated in the following diagram (Figure 1).



*Diagram 1: Relationship between speaker and listener.*

The diagram below shows that both interlocutors tend to perform speech acts. In the first stage, the goal is to make a pleasant move to establish a connection with A. The goal of B's appraisal speech act, performed in the second stage, is to maintain this positive attitude. In the same response act, it is noted that the price takes on a new look, sometimes even being emphasized. At the same time, of course, the previous assessment of the reference situation undergoes certain changes. The change in

value is associated with the activation of the phenomenon of cognitive integration (Herbert 1988), that is, the manifestation of a positive image of events in a different image.

Responses to this type of compliment vary depending on communication strategies, the most important of which is to accept the compliment in full, accept it partially, or reject it completely. N. N. Gerasimov divides possible responses to compliments in Russian into 13 groups (Wolf 1985).

1. amplification of the compliment;
2. consent to this;
3. return compliment;
4. gratitude;
5. express joy or happiness;
6. explanatory answer;
7. show satisfaction with a compliment;
8. clarification upon repeated request;
9. indicate the reason for success;
10. lowering the level of praise;
11. determination of the addressee of praise;
12. a reminder of existing shortcomings;
13. categorical refusal of a compliment

R. Herbert divides responses to compliments in English into 11 types:

1. confirm the compliment with a comment;
2. acceptance;
3. identification of the addressee;
4. return compliment (repetition);
5. sarcastic response;
6. price reduction;
7. ask a question;
8. file an objection;
9. concession;
10. non-acceptance;
11. transition to another topic without an answer.

The responses in the listed groups do not change the level of assessment, including when symptoms of consent, question, refusal appear, the assessment remains unchanged or even narrows. Therefore, any conversation cannot be a dialogue. Dialogue is the result of discursive activity to achieve a certain goal, and in the process of its passage, each of the interlocutors fulfills his duty and “acts according to the rules of the language game” (Wittgenstein 1985).

The reaction to a compliment leads to a restructuring of the mental field formed at an earlier stage of communication. Such a cognitive change may even create two different areas of assessment. To observe such cases, we found it necessary to turn to the experimental method, tested in the field of psycholinguistics and sociolinguistics. When conducting this type of experiment, such sociocultural indicators as age, ethnicity, social role, gender, education of communication participants are taken into account (Rakhimov 2017: 143; Brown 1987: 103).

Before describing the results of the experiment, I would like to dwell on some of its aspects. First of all, it must be recognized that in any experimental test, its participants must comply with the conditions set by the researcher. It should also be borne in mind that testing can remain one of the most objective research methods. In the experiment, real situations of communication are artificially recreated, and the respondents who are its participants are separated from the natural conditions that reflect the relationship between man and the universe. As a result, the researcher analyzes his imaginary image more than natural speech activity.

Along with this, as T. Van Dijk explains, the mental patterns of stereotypical speech events are stored in the memory of speakers and reflect the interaction of different types of knowledge (social, pragmatic, ethno-cultural, worldview, language systems) (Fauconnier 1994). Therefore, we believe that adequate answers can be obtained on the basis of a stereotypical communicative situation, in other words, the formation of a context and the inclusion in the questionnaires of speech structures that are understandable to respondents of a general



sociocultural nature. As the object of the experiment, we chose the dialogue structure “compliment + response”, which is an example of such stereotypical communicative situations.

Teachers and members of their families, as well as students working in higher educational institutions of Samarkand (100 people in total) took part in the pilot study. The experiment in the field of English linguistics was supported by a team from Aston University in the UK, in which 80 people took part. The respondents were between the ages of 20 and 70 and were of both sexes.

During the experiment, questionnaires consisting of short dialogues were used, compiled and completed in Uzbek and English. Respondents were asked to respond to a speech act of compliment. When constructing dialogues and analyzing responses, they took into account social, age, gender and other indicators of communication.

#### RESULT AND DISCUSSION

In total, the experiment covered 11 situations, seven of which belong to the sphere of formal communication (situations 1, 2, 4, 6, 7, 8, 9 in the tables), in which communication takes place mainly at work, at the university, and the respondent praises teacher or vice versa hears from his student. In five of these cases, the respondent was younger than the recipient of the compliment and had a lower social status, and in two other cases, the respondent served an older person (situations 4 and 8). The analysis of the answers showed that the attitude of the respondent to the speaker had a positive assessment (N 1, 2, 4, 5, 6, 7, 8, 9, 11), only in two cases it was found that this attitude deserves a positive assessment, negative assessment: in six out of eight situations (1, 2, 3, 4, 5) the compliment is female, and in the remaining five the role is played by a man (6, 7, 8, 9, 10, 11). In an experimental study, the tactics and strategy of assessing the speaker A are known in advance, the strategy of the listener (B) and the tactics of its implementation are reflected in the experimental process.

Below we analyze the pragmatic and sociolinguistic features of responses to the speech act of a compliment in situations of formal communication. In such situations, a dialogue takes place between the leader and his subordinate or the teacher and the student (1, 2, 4, 6, 7, 8, 9). The responses received are divided into 11 groups mentioned in the classification of R. Herbert mentioned above [18] (see Tables 1 and 2).

Table 1. *The reaction of Uzbek speakers to compliments*

Situations	Agreement	Rationale	Change Destination	Return	Strengthening	Not to accept	Weakening	Question	Objection	Concession	Change subject
1	100	38	12	32							
2	85	17	51	39	13			23			
3				16			17				13
4	22			91							15
5	62	9			92		19	49			25
6	9	10	16	37							18
7	93	35	79	39			22		15	25	8
8	67	8	6	23	43				11	13	
9	29	24		10			24	7		26	34
10	69	12			22	19	15	12	9		15
11	41	9			14			62			13

A comparison of the two tables shows that Uzbek and English speakers in most cases gave the same answers. This, of course, confirms the conclusions of pragmalinguists that universal principles prevail in interpersonal communication environments (Chen 1993).

Table 2. *Reaction to compliments from English speakers*

Situations	Agreement	Rationale	Change Destination	Return	Strengthening	Not to accept	Weakening	Question	Objection	Concession	Change subject
1	72	10		56							
2	64	47	67					11			
3						13	16				71
4	27	12		68						19	10
5	61	14	10		38	19	21	15		20	
6	70	20		36						11	
7	64	66		32	1	14	15		18	13	
8	66	33		21	19			55	17	37	49
9	57		34	39	18	10	16				39
10	72		17	29	62			38		31	17
11											

In situations 1 and 2 described in the questionnaire, in conditions of formal communication, if the object of assessment is the appearance of the listener, his actions, work, etc., the function of the basis of assessment and quality units. For example:

That's fantastic. You did an excellent job;  
 You are so very, very beautiful tonight;  
 Your daughter is a genius. She is absolutely fantastic.

Most of the participants in the experiment welcomed such praise and expressed gratitude for the reward. However, in this situation, the Uzbeks prefer to respond to praise a little more than the British. In this case, a peculiar change in the structure of the communicative situation occurs: the object of evaluation is replaced by the subject. For example: You made a great speech! It was great to see you too!

It was also found that women were more likely to use the repeated compliment tactic (52% in women and 41% in men).

In the case of the fourth official announcement, the listener (B) occupies a higher position than the speaker (A), and in old age the listener (B) is the object of evaluation, and the evaluation mark is a predicative connection with an amplifying part:

I am really grateful to you– I am very grateful to you; thank you very much; You've done me a great favor - You did me a great favor; I'm very much obliged to you - I am very obliged to you. Thank you very much; You have been most helpful - You have helped me a lot.

In this case, the Uzbek and British respondents gave almost the same answer, but in this case, the Uzbeks were less likely to respond in the form of compliments (the ratio is 58% and 68%):

Thank you! - it is I who should thank you; - it was a pleasure - It was pleasure; Oh, it's nothing. I was happy to please you. - Oh, it's nothing. I was happy to oblige you.

In the next sixth situation, the respondent responds to the boss's compliment. The host is a woman older than the respondent, and here the object of evaluation is the appearance of the listener:

You look very smart in this suit - The suit suits you; What a nice dress! "What a beautiful dress!" You are looking gorgeous. Your new hairdo is not bad - I really liked your hairstyle.

A similar situation can be observed in the 7-digit dialogue. At the same time, the female leader praises the different qualities of the respondent. In this case, the evaluation process is carried out mainly with the help of units belonging to the category of adjectives:

You have a good voice - Your voice is pleasant; A smile becomes you - your smile suits you; You're a first class dancer - You are sharp-witted - You are a witty dancer.

In the following case (No. 8), the respondent is a young and low-status female subject of praise, the object of evaluation is the listener (V):

What a careful work; - He did it very carefully; I can tell you worked really hard on that - Apparently, you worked very hard; good job! Way to go - Great job! Please! That's incredible - It's incredible.

In this situation, British women were more inclined to increase the level of compliments (31% in the UK and 13% in Uzbeks). There are also instances in both language cultures where the humor strategy is activated:

Better luck next time: Next time, of course, luck will laugh; I couldn't have asked for a better women - I couldn't find a better woman than this; You are absolutely, astoningly gorgeous and that's the least interesting thing about you- You are amazingly charming. This is the humblest opinion of you.

Finally, in the ninth situation, the respondent directly expresses official praise. The compliment you give depends on your mood. For example:

You lookquitestunning;  
You're absolutely fantastic;  
You're a dream come true;  
You are very gifted with your hands;

At the same time, only 6% of Uzbek respondents answered with a compliment, while in the UK this figure is much higher - 33%. Interestingly, in this situation, 21% of British respondents denied showing respect, while Uzbeks did not try to take advantage of this opportunity at all (0%). The tactic of humility and lowering the level of praise was also used to a lesser extent (15% in Uzbeks and 11% in the UK).

In general, it was found that the most frequently used tactic in their responses was the response to a compliment, despite differences in the position, age and gender of the respondents.

Women of both nationalities resorted to almost the same tactics of softening or softening praise. However, this was rare in male speech. If the level of assessment in compliments, characteristic of the respondent's personal qualities, fluctuates, then in praise of the work done, this indicator is less noticeable.

In addition to the pragmatic features of responses to compliments, we also sought to explore the linguistic and cognitive aspects of this phenomenon. When studying speech acts in this section, it is possible to identify similarities and differences in the expression of complementary speech acts of English and Uzbek speakers, and cognitive analysis allows us to describe universal factors and processes that activate the concepts of evaluation.

In particular, we observed that two types of positive evaluative changes occur simultaneously in the communicative situation "compliment" in the English and Uzbek languages. In the first type, the mental field underlying the speaker's speech act is reorganized (A). The second includes situations in which a new mental field is formed in the process of responding.

Let's try to explain the change of the first type of mental field using the following example: A girl named Shahida, who is writing her master's thesis under your supervision, saw the cover of your newly released book and said: "You chose a wonderful cover! The color is very similar to a painting of white pine!" she says. Answer: "Thank you! Read more! I think you will like the content of the book!" Here B (teacher) recreates the BOOK mental field, adding new positive features to it, increasing the value even more. Because the meaning of "The book has not only a beautiful cover, but also the meaningful content" is understood from a speech act.

In communicative situations in which the results of the experiment are analyzed, there is often a change in the level of evaluation in the expression of praise. This is because the recipient of the compliment has two opposing goals. For he must either receive praise or show humility in order not to lose respect. The pragmatic, cognitive and sociolinguistic analysis of complimentary speech acts made it possible to identify

isomorphic and allomorphic aspects of expressing a positive assessment in Uzbek and English.

#### CONCLUSION

From the answers of the English and Uzbek respondents, it can be seen that in these linguistic cultures there are the following differences in the occurrence of complimentary speech acts:

- Uzbeks strictly adhere to the norms of behavior in situations of fatal communication, and this is an example of humility;
- the level of expressiveness of complimentary and laudatory constructions used by representatives of the Uzbek nation is low;
- Uzbeks do not believe in any praises, exaggerations, treat them with caution, prefer humility, reliability;
- Uzbeks who use emotional evaluation structures prefer to react to events rather than express personal experiences;
- constructions of emotional evaluation, flattery, respect in English are more common than in Uzbek;
- replicas of this content serve as emotional support for the interlocutor in English speech.

Exaggeration of assessments is a traditional feature of the communicative activity of the English.

All this indicates that in the English and Uzbek linguistic cultures there is a combination of common and idioethnic features. This confirms the relevance of the idea that in dialogic rhetoric “not only the presence of linguistic factors, but also the expression of national and cultural characteristics” (Samigova 2016: 99).

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