

Pragmatic Functions of Evaluation Tools in Media Texts of Various Genres

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ABSTRACT

This article explores the pragmatic functions of evaluation tools in media texts across various genres. Evaluation tools, encompassing both linguistic and non-linguistic elements, serve to convey subjective judgments, opinions, and emotions within media discourse. By analyzing a wide range of media genres, including news articles, advertisements, and entertainment content, the study identifies how evaluative language and tools, such as modality, hedging, and intensifiers, shape audience perception and influence meaning-making. The article also examines the strategic role of evaluative practices in reinforcing ideological positions, constructing social identities, and guiding consumer behavior. Through a combination of qualitative and quantitative approaches, this study highlights the complex interaction between evaluation tools and pragmatic functions, emphasizing their importance in the construction of media narratives and their persuasive impact on the audience. The findings offer valuable insights into the broader implications of evaluative language in media texts, contributing to the understanding of media influence and communication strategies in contemporary society.

Keywords: Evaluation tools, media genres, pragmatic aspect, diminutive morphemes, emotional evaluations, rational assessments.

INTRODUCTION

In the modern context of social development, the influence of the media is increasing, and the study of speech is becoming very relevant; there is growing interest from researchers in such fields as comparative linguistics, sociolinguistics, psycholinguistics, and cognitive linguistics. Media discourse, which is the object of our study, is a major area of linguistic research, an institutional type of speech characterized by a specific purpose, typical participant, chronotope, value, genre, material, strategy, and tactics. A. D. Schweitzer states that “media discourse is a complex structure that can be considered a macrosystem, which is further divided into various microsystems, including the languages of journalism, radio, and television.” Each of these microsystems has functional and linguistic properties, stylistic elements, reflecting specific socio-speech situations. Within these microsystems, hierarchically lower genres can also be distinguished.

In journalism, sociolinguistics, linguistic didactics and speech, the term “genre” is widely known and recognized as a designation of works that have a certain compositional structure using verbal signs. Genre studies are of great importance in stylistics, especially in the theory of functional styles, as well as in linguistic studies, within the framework of discursive analysis. Over the years, genre has been the focus of attention of many researchers. For example, A. I. Komarova singles out several studies on terminological dictionaries, which contain more than 700 different definitions of the term “genre”. From this point of view, it is important to distinguish between the genre of journalistic style and the discursive genre on the basis of two, namely functional and communicative approaches. The genre of journalistic style is classified as a functional genre of style, which, first of all, evaluates the stylistic scope of language means combined with a common goal related to the field of activity of the addressee. On the contrary, a discursive genre is a type of statement that is shaped by cultural, social and situational factors, characterized by a specific text, and aimed at achieving a specific goal. This goal is influenced by the intentions of the recipient, the

reaction expected from him, and the communicative norms of society. From this discussion, it can be concluded that a media discourse genre is a type of statement that is characterized by its own social role, communicative and structural-semantic features, associated with situational factors, in which socio-cultural motivation is the main factor. Each genre of media speech has a specific social role, communicative and structural-semantic features. In contrast to the traditional understanding of genres as stable thematic and compositional types of statements related to the purpose and sphere of communication, the definition of a discursive genre emphasizes the important importance of its socio-cultural motivation.

In traditional and digital communications, the process of transformation (transition from one form to another) leads to a change in genres. This leads to the creation of new genre forms, hybridization and merging of existing genres, or, conversely, their differentiation. Such changes expand the genre repertoire of various speech forms, eliminate differences between individual genres and even entire discursive systems, and facilitate the integration of elements from one system to another.

As a result of the conceptual consideration of genre diffusion (the penetration of one genre into another), a unique genre model with its own linguistic-pragmatic structure and purpose is formed. For example, television speech, as a specific subtype of media discourse, adopts elements of genres such as online blogs and interacts with Internet speech to enhance its impact on the television audience. This interaction contributes to the active communication of communicators, as a result of which new diffuse genres appear within the framework of media discourse.

The pragmatic functions of evaluation tools in media texts of various genres are a unique phenomenon. The pragmatic approach emphasizes the importance of language as a means of communication. This involves a choice based on the content of communication and the social characteristics of the audience. Charles Morris, who introduced the term “pragmatics” into scientific circulation, defined it as the study of “the formation, use and effect of signs.” He divided semiotics into three branches: semantics, which studies the relationship between

signs and the objects they represent; syntax, which studies the relationships between signs; and pragmatics, which focuses on how the interpreters of signs relate to those who use iconic systems. Consequently, pragmatics deals with the human perception of linguistic signs fixed in language and the selection of the most appropriate units for constructing statements that help the recipient achieve his communicative goals.

RESEARCH METHODOLOGY

When analyzing a text, it is important to take into account the pragmatic aspect, which includes the study of the speaker's intention, the main meanings of linguistic expressions and specific syntactic units. The term "pragmatic attitude" can be interpreted in different ways. It appeared in psycholinguistics and is often used in stylistics as a synonym for "message purpose". Thus, I. R. Galperin defines pragmatic attitude as "the purpose of the message, which has a significant impact on the determination of linguistic features". This attitude is the basis for the selection and combination of language units. In another interpretation, it is defined as the direction of the text and its main role in communication from the point of view of the sender.

The main feature of the language of the mass media is the inclusion of social values. This is associated with the pragmatic purpose of media texts, which are primarily aimed at influencing the audience. The language used in journalism reflects modern social problems and uses various evaluative tools. The frequent use of these evaluative elements in the media is influenced by a number of factors, including the weakening of censorship, efforts to combat stigmatization, and the desire of language speakers to new expressive techniques. The evaluative nature of media texts suggests the presence of specific linguistic mechanisms of evaluation. These mechanisms, which enhance the pragmatic effect of a journalistic text, are manifested at various levels, such as lexical, phraseological, word-forming, and syntactic. Morphemes with an evaluative meaning often act as stylistic enhancers of language units. Depending on the context and nature of the communicative situation, the meanings of

evaluative suffixes can be very diverse. For example, usually positive evaluative words can have a negative meaning in an ironic context, while suffixes with diminutive morphemes can indicate an intensification of the characteristic. For example: *Juda dono-ku bizning "olim"!* (olim-scientist) ("Yoshlar" newspaper) In the sentence, the positive word "wise" has acquired a negative meaning through irony. The word *olim* in quotation marks reinforces the ironic meaning.

In the media text *Shiringina gap qiladi-ya, aslida hammani aldab yuribdi* (*Darakchi* newspaper), the diminutive suffix *-gina* in the context emphasizes the negative side of the character.

The semantics of evaluative suffixes can undergo significant changes in the process of use under the influence of context and communicative situations. Morphemes with an evaluative meaning often act as stylistic enhancers of language units. Depending on the context and nature of the communicative situation, the meanings of evaluative suffixes can be diverse.

Researchers note that "evaluation refers to the pragmatic aspect of the semantics of language units, conveying the recipient's attitude to an object of external reality by associating certain properties with the value frameworks accepted in a specific language community."

The speaker's goals and his interaction with the audience in public communication are often conveyed through evaluations, which are an important element of the pragmatic meaning of a word or statement. According to research, "the pragmatic aspect of evaluation is that the speaker consciously or unconsciously tries to evoke the appropriate attitude of the audience to a particular phenomenon." This evaluation is influenced by the objective social context and the speaker's individual views, positions, and character traits. Whether emotional or rational factors play a more important role in evaluation is closely related to the balance between subjective and objective principles in evaluative judgments. Y. M. Wolf noted that "language provides tools for distinguishing between emotional and rational assessments that reflect the speaker's different attitudes to the subject. The first of these relate to emotions, and the second to thought. In the field of emotional evaluation, objects are

described by the approval, surprise, delight, anger, disapproval, and other emotional reactions they evoke. Although emotional evaluations are usually conveyed through certain lexical means, an expression that does not contain explicit evaluative signs can still be fully evaluated because it resonates in the human mind in a certain non-neutral situation.

Rational evaluation involves determining the fundamental value of an object, taking into account factors such as its practicality, importance, usefulness, reliability, potential, and relevance. From this point of view, the comparison between “good/bad” and “appropriate/inappropriate”, “important/unimportant”, “necessary/unnecessary” and “reliable/unreliable” becomes understandable. Rational assessments of a particular phenomenon are based not on the “good/bad” scale, but on the “appropriate/inappropriate”, “probable/unlikely”, “right/wrong” and “necessary/unnecessary” scales. Each evaluation uses a specific set of expressions, consisting mainly of key terms that convey the ideas of practicality, importance, potential, obligation, etc. These lexical units were examined in detail in the scientific works of N. D. Arutyunova, T. V. Markelova, L. M. Vasilyev, E. A. Chernyavskaya, V. N. Artamonov, N. V. Danilevskaya, and others.

The functioning of assessment tools in intercultural communication is of particular interest. Different cultures may have different assessment systems and their expressions. What is considered a positive assessment in one culture may be perceived as neutral or even negative in another. This creates an additional level of difficulty in intercultural communication and requires special attention when translating and adapting texts.

The linguistic assessment system is constantly evolving with the development of society. New assessment categories appear, the emotional connotation of existing expressions changes. For example, many words that previously had a negative evaluative meaning acquire a neutral or even positive meaning.

The concept of “assessment” is important in analytical texts, since these texts are more focused not only on conveying news, but also on studying and interpreting events, processes, and

situations. This aspect of interpretation involves the expression of thoughts and feelings.

It should be noted that, unlike news texts, the formation of such points of view is not only the journalists who are the authors of the article, but also readers who express their personal responses and opinions on topics previously discussed in the newspaper or presented by them. Nevertheless, it is clear that no matter how actively readers participate in shaping the content of the newspaper, the final right to choose which positive and negative aspects to cover still belongs to the journalist or the target audience. This selection process is, first of all, an assessment reflected in the title of the article, which allows readers to relate the presented events and situations to their own perceptions of what is negative or positive in a broader system of values.

In modern linguistics, special attention is paid to the fact that language not only describes reality, but also forms an idea of the world. Linguistic assessment tools play an important role in this process and perform a number of important pragmatic functions. In short, the function of emotional impact is the first and most obvious function of language evaluative means is the ability to evoke certain emotional reactions. When we say “a beautiful sunset” instead of a neutral phrase “a sunset”, we not only describe the phenomenon, but also convey our admiration and encourage the interlocutor to experience these emotions. Evaluative vocabulary creates the emotional background of communication, forms the listener's attitude to the topic under discussion. It also has a function of determining social positioning. The choice of evaluative means often serves as a marker of the speaker's social affiliation and status. The use of certain evaluative expressions can signal the level of education, professional environment, or social group. For example, a professional art critic uses completely different evaluative means than an ordinary visitor to an exhibition.

The manipulative potential function is also important. Language evaluative tools have a powerful potential to influence people's thoughts and actions. In advertising, political rhetoric, and the media, evaluative lexicon is used purposefully to form a

certain attitude towards an idea or event. In this case, the evaluation can be explicit or implicit, embedded in the structure of the message.

The cognitive structural function is also important. A less obvious, but extremely important function of evaluative tools is their role in structuring our knowledge of the world. Evaluative categories help us classify phenomena, build hierarchies, and make decisions. When we describe something as “important” or “secondary,” we not only evaluate it, but also shape our understanding of reality.

Within the communicative-pragmatic approach, the text is considered as a component of communication. Language structures serve as a means for the implementation of the speaker's specific intentions. In this process, headlines of news articles play an important role, since they not only convey the content of the article, but also influence the reader, attract their attention, evaluate, and thereby reflect the author's pragmatic intentions. Research shows that different language levels help to implement pragmatic relations, in which vocabulary plays a particularly important role. It can express the potential for evaluation both through denotative values and through all aspects of connotative values. The effectiveness of headlines is enhanced by syntactic styles, visual and expressive elements. In addition, the pragmatic direction of the text is clear throughout the text, and is influenced by signs such as quotation marks and brackets.

The function of cultural transmission is that the evaluative systems embedded in language serve as an important mechanism for transmitting cultural values and norms. The way in which language allows us to evaluate various phenomena reflects and, at the same time, shapes the cultural priorities of society. For example, the richness of the evaluative lexicon in a particular field often indicates the special importance of this field for a particular culture.

The function of communicative optimization is also one of the important tasks. Evaluative means help to optimize communication by quickly conveying complex meanings. Instead of an extended description, we can use evaluative expressions

that include the entire range of meanings that speakers understand.

In social interaction, evaluative means of language perform an important regulatory function. They help to establish and maintain norms of behavior, express approval or criticism, and form social expectations and standards.

The use of certain evaluative means can serve as a way of expressing self-identification and group affiliation. People often use specific evaluative expressions to indicate their belonging to a particular society or subculture.

From a scientific point of view, understanding the pragmatic functions of evaluative means is of important methodological importance. This allows for a more effective analysis of communicative processes, the development of speech influence strategies, and the study of mechanisms for the formation of public opinion. Therefore, the study of the pragmatic functions of linguistic assessment tools remains a relevant area of research. Their role in digital communication is of particular interest, where traditional assessment tools are supplemented by new forms of expression of assessment, such as emojis and social media reactions. After all, the pragmatic functions of linguistic assessment tools are a complex and multifaceted system that plays a key role in human communication. Their study allows us to better understand the mechanisms of language influence and the features of the formation of meanings in different contexts of communication. Linguistic assessment tools play a crucial role in decision-making processes at the individual and collective levels.

In various professional fields, specific assessment systems are formed. For example, in scientific discourse, rational assessments based on clear criteria prevail, while in art criticism, aesthetic and emotional assessments play a major role. The study of the psychological mechanisms of perception and influence of assessment tools shows their deep connection with emotional intelligence and cognitive processes. The ability to correctly interpret and use assessment tools is an important component of emotional competence.

In the era of digital communication, new forms of expressing assessments appear. Rating, like, and reaction systems are

gradually creating a new assessment language that is gradually integrated into the traditional linguistic assessment system.

Understanding the pragmatic functions of assessment tools in the educational context helps to develop students' communicative competencies. This is especially important in teaching foreign languages, where it is necessary not only to master the formal aspects of the language, but also to learn to adequately use assessment tools.

ANALYSIS AND RESULTS

Modern technologies have a significant impact on the process of forming a worldview. In particular, social media algorithms reinforce certain evaluative features; automated content creation systems replicate given evaluative models; personalization technologies create individual evaluative spaces. The interactivity of modern media is an important aspect. Because in it, viewers actively participate in the formation of evaluative judgments. There is a constant interaction of different evaluative positions. Complex feedback systems are formed in the evaluative space. The formation of the worldview through media texts is inextricably linked with political processes. Evaluative tools are used to legitimize political decisions. Media texts, using a complex system of evaluative tools, create a multi-level picture of reality. This process includes several interrelated mechanisms. First, there is a selection of events and phenomena to be evaluated. Second, selected elements of reality are interpreted through the prism of certain evaluative categories. Third, stable dialogues are formed between different elements of reality, built through a system of evaluative associations.

Media texts create a multi-level picture of reality using a complex system of evaluative tools. This process includes several interrelated mechanisms. First, there is a selection of events and phenomena to be evaluated. Second, the selected elements of reality are interpreted through the prism of certain evaluative categories. Third, stable dialogues are formed between different elements of reality, which are built through a system of evaluative associations.

In the process of forming a worldview, media texts use various linguistic means, including evaluative lexicon of different levels (from emotionally colored epithets to complex metaphorical structures), syntactic units containing evaluation, stylistic means that enhance evaluation, and compositional solutions that form a certain hierarchy of evaluation.

Media texts not only describe the current reality, but also revise the past through modern evaluative categories; project certain evaluative models for the future; create temporal connections between events through an evaluative system

In the process of forming a worldview, a complex social stratification of assessment tools occurs. In particular, different social groups create their own sets of assessment tools; a hierarchy of assessments is formed.

The pragmatic meaning, which serves as a special form of assessment, is analytically formed by linking the phenomena under study with positive, negative or neutral values in the framework of the worldview. In addition, the specific expression of the assessment is conveyed using specific lexical units - both rational and emotionally colorful words.

Intentional analysis plays an important role in determining the pragmatic features of media discourses of various genres. Intentional analysis, the aspects of speech activity occurring in the communicative process related to the speaker's goal and desire are studied. Typically, the founders of this analytical method (Syorl 1983) are in favor of viewing each speech act as a unit with a single goal (single intention). Scholar Sh. Safarov agrees with the opinion of Oleg Georgievich Pochepsov, professor of Kiev University, on this issue. According to O. G. Pochepsov, "a speech act and the goal realized through this act are only one stage in achieving the main goal pursued by the speaker." Therefore, the scholar proposes to divide the general intention into two parts, namely "initial intention (goal)" and "resulting intention." This type of intentional analysis really allows us to more fully imagine the content of the speech act. For example, let's substantiate this theory with an example from media discourse. When the sentence "Artificial intelligence and education: what will teachers do now?" (*Ma'rifat* newspaper,

January 15, 2025) is read/pronounced, the author's goal is to encourage students to find an answer to this question. But the real intention is different: to shed light on issues such as what artificial intelligence can bring to education, what educational programs and teachers should be like, what the main danger is, and the need for anti-plagiarism programs, and at the same time to provide a solution to the problem. This same intention is the final and consequential goal. Therefore, the performance of a speech act can be viewed as a two-stage process: in the first, the initial goal is expressed, and in the second, the consequential goal is formed. O. G. Pochepsov notes that the initial goal action mainly corresponds to the structural semantic features of the sentence. Therefore, the initial intention act of the structure "Artificial intelligence and education: what will teachers do now?" is a request. The structure "Everyone is reading. Read!" (*Ma'rifat* newspaper, December 18, 2024) in the media discourse "Everyone is reading" is a sign, a message, while the initial intention in the structure "Read!" is an unconditional, commanding, demanding.

But the resulting goal actions, firstly, are numerous in number, and secondly, the structural-semantic structure of the sentence is of no importance for them. The formation of the resulting intention is associated not only with the semantic properties of the sentences, but also with the environment of their activation, the context of speech. In other words, the resulting goal act, along with linguistic actions, also includes non-linguistic actions.

All pragmatologists recognize that the content of a speech act is formed by the generalization of linguistic and non-linguistic features. Most of them are supporters of viewing the speech act as a three-stage activity. Three types of actions are performed at these stages. They are locutionary, illocutionary and perlocutionary actions. In the process of communication, we create a meaningful linguistic word and perform a speech activity by pronouncing it, the performance of which is a locution or locutionary act. For example, "Please present your projects. Who will start first?" In this media discourse taken from the program "Startup Projects" of the "UzReport" TV channel, the locutionary

act consists of a two-part sentence structure, expressed through the form of a proposal and an interrogative. A certain goal is intended for constructing and pronouncing a sentence (this goal is always present in the mind of the speaker). The realization of this goal is the result of an illocutionary act. Illocution is the expression of interpersonal (between communication participants) relations. For example, in the media discourse “Please present your projects. Who will start first?”, it is possible to express communicative desires by pronouncing the above-mentioned “Please present your projects. Who will start first?”

Any communicative act must be carried out with a final (final) goal in mind. To achieve this goal, the speaker's speech must have an impact on the listener. The impact stage of speech activity is called the perlocutionary act. The perlocutionary act in this example is to move the listeners, increase communicative activity, and organize the communication process.

It is understood that the main pragmatic functions of evaluative tools in media texts include informing, influencing, emotionally-expressive, motivational, and socio-cultural tasks. The informing function provides information about events, presents facts, and explains processes. For example, the media text “The new automobile plant has a production capacity of 300 thousand cars per year” (Gazeta.uz) provides objective information through specific numbers and facts.

The function of influence is to influence the views of the reader/listener, to form a certain point of view, and to direct public opinion. In the example of “We must start acting today for the future of our children! Let indifference not turn into regret tomorrow” (Hurriyat), the influence on the listener is achieved through command means, a firm tone of expression, at the same time, the meaning of obligation through the word “condition”, emotional impact through the word “regret”, and contrasting the future and the present.

The emotional-expressive function expresses a reaction to reality, expresses feelings, and evaluates events. In the media discourse “Wow, great! What a wonderful project!” (“Uzbekistan” TV channel, “Yangi kun” program), the emotional-expressive function is expressed through exclamatory

suffixes (-ku, -da), evaluative adjectives (great, wonderful), emotional and modal means of expression.

The motivational function motivates action, calls for a certain direction, and encourages activity. In the media discourse “Come, dear ones, let's start a healthy lifestyle today!” (Healthy life), the lexeme “come” is used, “dear ones” means respect and closeness, and “let's” means joint action, and the motivational function is demonstrated.

The socio-cultural function reflects values, strengthens the norms of society, and serves to transmit cultural codes. In the media text “Navruz - a priceless legacy left by our ancestors” (*Ma'rifat*), the socio-cultural function is expressed through words denoting historical connection (“ancestors”), a lexeme expressing high appreciation (“priceless”), and a connection between generations (“heritage”).

These functions are manifested in their own way in media texts of various genres. In news reports, impartial reporting of facts is a priority, official and neutral language is used, in which minimal elements of evaluation are used. Analytical materials use in-depth analysis and conclusions, expert assessment, and more evaluation tools.

In publicistic materials, a strong personal position, high emotionality, and evaluation tools are actively used. In advertising texts, positive evaluation is a priority, and emotional-expressive tools are widely used, which increases impact. The effective use of assessment tools plays an important role in achieving the goal of a media text. At the same time, it is necessary to take into account the specific characteristics and laws of each genre.

CONCLUSION

In conclusion, the pragmatic functions of evaluation tools in media texts play a pivotal role in shaping both the content and the reception of media messages across various genres. These tools, whether linguistic or non-linguistic, are essential in conveying evaluative judgments that guide audience interpretation, influence perceptions, and construct particular

worldviews. Through the use of modalities, intensifiers, hedging, and other evaluative devices, media creators strategically shape narratives, enhance persuasive power, and reinforce ideological stances. By analyzing a diverse range of media genres, this study has shown how evaluation tools facilitate not only the communication of subjective perspectives but also the formation of social identities and consumer behaviors. Furthermore, these evaluative practices are integral to media's broader role in society, as they help foster meaning-making processes that impact both individual cognition and collective ideologies. The insights from this study underscore the importance of understanding the underlying pragmatics of evaluation in media texts, contributing to a more nuanced appreciation of how language and media interact to influence public opinion and behavior. Future research could explore the evolving role of evaluation tools in emerging media platforms, shedding light on new trends and shifts in evaluative practices within contemporary media landscapes.

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