

observed in various contexts, such as workplace interactions, social media, and everyday conversations. Understanding the impact of gender norms on language choices is crucial for studying sociolinguistic factors of politeness and promoting gender equality in communication.

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ON THE SOCIALLY DETERMINED NATURE OF EVALUATION IN THE SEMANTIC STRUCTURE OF A WORD

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Abstract. *This article discusses the problems of the relationship between assessment and norms, the subjectivity of the choice of norms, reveals the role of the context and the situation of communication in the evaluation process, the influence of the characteristics of the worldview of the speaker's personality, his value orientations and speech behavior.*

Key words. *Word semantics, evaluation, norm, semantic structure, social component, social parameter.*

The semantic structure of the word is multifaceted, multi-layered. One of the components of the structure of the meaning of a word is the evaluative component, which by its nature acts as “a way of establishing the significance of something for an acting and cognizing subject. The evaluation process is carried out according to a certain scale:

- good/bad;
- important/not important;
- it is possible/not possible;
- worth/not worth;
- expensive/cheap;
- justified/unjustified, etc.

Scores are divided into two categories

- **absolute ratings;**
- **comparative assessments.**

Absolute ratings. An absolute assessment is always categorical: “In the logic of absolute assessments, it is accepted that the positively valuable (good, good) and the negatively valuable (bad, evil) are mutually definable: an object is good when its absence is negatively valuable; an object is bad when its absence is positively valuable. For example: “Being healthy is good only if being sick is bad”; “It’s only bad that fires happen if it’s good when they don’t.” It doesn’t matter what doesn’t is neither good nor bad” [Ivin, Nikiforov, 1997].

Comparative assessments. Any comparative assessment is made on the basis of comparing the object of assessment with another object according to some parameter or property, as a result of which the subject of the assessment gives preference to something or someone, based on the concepts of worse, better, identical (equal). The category of assessment is inextricably linked with the category of norm. So, as noted in the “Dictionary of Logic” by A.A. Ivina and A.L. Nikiforova, “norms are a special case of assessments, namely group assessments supported by the threat of punishment. The normative concepts “obligatory” and “allowed” are definable in terms of absolute evaluative concepts: “A is obligatory”

is equivalent to “A is positively valuable, and it is good that avoiding A leads to punishment.” A normative statement is an abbreviated formulation of an evaluative statement” [Ivin, Nikiforov, 1997].

At the same time, despite the fact that the assessment process is based on the comparison of compared objects with a scalenormativity, the assessment itself is not without a certain degree of subjectivity, which, according to N.M. Anikina, is determined by the subjectivity of the choice of norms: “The problem of the relationship between the objective and the subjective in language assessment as a whole is resolved in favor of subjectivity... Firstly, the assessment is the result of the relationship “subject-person-object” (and in this form the assessment is made in terms of the content of a linguistic unit), secondly, each speech evaluative act is an action of the subject of speech. However, “sublated subjectivity”, i.e. lexeme introduced into the semantics becomes an objectively existing component of semantics, common to all communicants and should be defined as social semantics” [Anikina, 2009, p. 14]. The social conditioning of the nature of evaluation in the semantic structure of a word is thus manifested in the close relationship of evaluation with the norm, which in itself is already a social product.

Appreciation is recognition of the value of something. Value is also a social category: “Evaluation is one of the ways to actualize value in reality. It is impossible outside the subject, since it represents manifestation of the value objectivity that has become the subject of evaluation. At the same time, the assessment carries information about this value subjectivity, i.e. reflects specific aspects of social existence” [Sutuzhko, 2004]. Understanding the social conditionality of the nature of assessment helps to study the functional aspect of assessment, which is necessary to determine the needs of society, which is forced to constantly resolve the issue of “the preferences of some objects in front of others. It is in evaluation that the value objectivity of an object finds its actual expression, becoming an object of actual need. Value is not identical to value objectivity, it is a reflected value objectivity, reflected by the functional state of an object” [Sutuzhko, 2004]. Thus, the assessment is socially determined.

Conclusion

The social nature of assessment is determined by the need, when deciding questions about the preferences of some objects over others, to operate with the category of norm, which is also established by society in order to regulate certain phenomena or processes in the social environment. Reflecting extra-linguistic reality associated with the life of native speakers as representatives of a certain social group, implementing specific social roles and relationships, social semantics, which are represented in language at the semantic level, is important in the process of interaction between people, establishing and maintaining contact, since the social zone covers labor, professional, national, interpersonal aspects of human life and society, role relationships between people.

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