

# The Connection of Assessment Criteria with National Culture

Sulaymanova Nilufar Jabbarovna

*PhD, Associate professor of*

*Samarkand State Institute of Foreign Languages*

**Abstract.** The article emphasizes the importance of determining the degree to which the subject's opinions correspond to objective reality during interpersonal communication, the importance of "looking with a critical eye" in the rational assessment of the problems that arise, critical attitude along with objective reality, dedicated to the evaluation of actions.

**Key words:** *interpersonal communication, evaluation, criterion, object, subject, aesthetic evaluation, subjective and objective feature, florionym*

**Introduction.** Evaluation is actually a social phenomenon, as it relies on moral criteria recognized in society. Including, the object of communication, the perceived event is evaluated according to its general and specific characteristics. The features specific to the object are aggregated, and their alternative qualities to the concepts of good and bad are general evaluators. On the basis of distinguishing these qualities, there is certainly a certain pattern. According to R.U.Madjidova, the evaluation, which is the result of the activity of knowing the world of a person, is carried out by comparing the characteristics of the described object with the sample. And the comparison sample (standard) is stored in the mind of an individual or a group [18, 112].

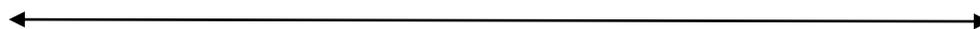
**Literary review and methodology.** In addition, there is an area of "indifference" between the "good" and "bad" grades. "Indifference" is manifested when the object of speech or perception does not evoke an evaluative meaning in the mind of the speaker. A.O.Vasilchenko explains this ranking of evaluation criteria in the diagram below.

## Drawing. 1. Grading of Assessment standards

Negative evaluation      Positive evaluation

= bad

= good



+ indifferent-standard

In this drawing, evaluation objects with a + sign are accepted by the team as meeting the requirements of the norm and receive a positive rating, while those with a - sign indicate deviation from the norm [25, 142; 18, 113].

N.D. Arutyunova divides assessments into sensory and rational types. The occurrence of those in the first group is related to intuition, emotional experience, and is manifested in the following forms: 1) emotional taste or geodonistic evaluations, for example, pleasant, sweet, fragrant, attractive; 2) intellectual (interesting, small) and emotional evaluations (joyful, pleasant) related to mental perception. Assessments in this group are usually not substantiated, they are based on feelings that a person feels. The second group includes rational assessments related to practical activities. In particular, the main criteria of evaluations such as useful, harmful, correct,

normal, effective, lucky, naughty are physical or mental benefits, performance of a certain task and compliance with the accepted model [4, 198].

The above-mentioned types of assessment often have an aesthetic nature, and they have a spiritual and moral basis. Valuation of an object is related to the degree to which the subject adheres to the moral standards of the society to which he belongs. It is known that moral laws and regulations were formed during the historical development of peoples, smoothed and fixed according to events and whether they correspond to the moral criteria of human activity. For example:

*She thought it the most beautiful and most elegantly furnished house she had ever seen, but Rhett said it was a nightmare. However, if it made her happy, she was welcome to it (Margaret Mitchell. Gone with the Wind);*

*Mrs. Forester was a very nice woman. Kindly people often say that of a woman when they can say nothing about her, and it has come to be looked upon as cold praise. I do not mean it as such. Mrs. Forester was neither charming, beautiful nor intelligent; on the contrary she was absurd, homely and foolish, yet the more you knew her, the more you liked her, and when asked why, you found yourself forced to repeat that she was a very nice woman (Somerset Maugham. Rain).*

*Oh repentance! How charming, how beautiful is the earth, how beautiful is the universe without this area, why are people created in such a base, without such mercy! - Maulana! The soldiers thought that he was tired, so they hugged him again, but Ali Kushchi said, "Myself!" he said, limping by himself (Odil Yakubov).*

Visual, aesthetic assessment has a subjective and objective nature. The first of them is formed within the framework of a person's reasoning, experience, views, and the second reflects the essence of things and events. Indeed, when a person evaluates object events from an aesthetic point of view, he relies first on moral criteria, and then on the standards established by society. For example, in the passage from the novel "Past Days", the mutual harmony of subjective and objective evaluation is clearly visible:

*We see a girl lying awake in the arms of a satin blanket wrapped in the corner of the house, whether she is thawing from the cold or for some other reason. Her black fluffy pillow was spread in an irregular pattern on different sides of the pillow, and her dark eyes under thick curly eyelashes were staring at one point, as if she saw something... her white face was as white as a full moon. turned a little red, as if she was ashamed of someone... at that time, with her white delicate hands holding the blanket, scratched the black mole on the right side of her nose, which was placed by the extremely masterful hand of nature, and scratched her head took from the pillow.... This girl was Kumushbibi, the daughter of the grocer (Abdullah Qadiri. Past Days).*

In addition to having specific characteristics and being different from others, aesthetic appreciation interacts with appreciations of different appearances. Therefore, the concepts of beauty and ugliness, which occupy the main places in the evaluation category, reflect the characteristics of all objects perceived by human senses. Philosophers and scientists have noted that it is difficult to give an objective assessment of everything that is considered beautiful by nature. As the great thinker Abu Ali Ibn Sina wrote, "Knowing the phenomenon is the reflection of its essence in the consciousness of the individual. This essence is the essence of something that exists outside of a person, or that of something that does not actually exist.... Because the symbol of the essence of a thing is reflected in the heart of the perceiving person" [12, 314]. In fact, a person who perceives reality does not evaluate it directly, but observes the symbol of this reality that has appeared in his mind. In addition, there are unimaginable phenomena in nature that are difficult to perceive with the help of human thinking, which may be beyond human power to evaluate.

In addition, any event can arouse the interest of one or another person and become an object of evaluation only in a certain context, social environment. For example, the breed of sheep or cattle attracts the attention of the herdsman, and the fatness of the butcher.

It is natural that changes in the environment affect the human psyche. Therefore, when the gardens and fields, which were bare in the winter season, become green and covered with flowers in the spring, the appreciation of

the scenery of the world takes on a special meaning. In this case, the object of evaluation remains the same, but the subjective attitude towards the source goes in a different direction.

So, the mentality of the person who perceives the world, his enjoyment of the happening events and his experiences are manifested through the evaluation tools available in the language system. The given assessment is based on the subject's approach to the object, life experience, education, factors, and even gender. Evaluation also has its own criteria in each national culture, and these criteria are often based on the religious outlook, traditions, and customs of the nation. For example, the cow, which is regarded by many as an ordinary creature, is considered by Indian Buddhists to be a divine animal. The reason why the word "snake" in Uzbek expresses a negative evaluation is related to the fact that the meaning of "cunning", "nimble", "sly" is expressed in this word. In those Hindus, as well as in the Japanese, "snake" has a symbolic meaning and represents the goddesses worshiped by people.

What is considered an object of positive evaluation in one national-culture is removed from its function in another culture. For example, an American guy can caress his lover as "an ass", but it is impossible to imagine that a representative of the Uzbek nation will say "ass" or "pig" while caressing someone.

Therefore, cross-cultural commonalities in evaluative behavior are more likely to occur, especially when metaphorical transfers occur. After all, metaphor is an integral part of people's intellectual life [5, 99; 17]. Therefore, when florionyms are used to describe a person in different languages, cross-linguistic harmony is observed in the content of metaphors. For example, there is no doubt that the Uzbek equivalent of the English metaphorical structure "she is flower" is "this girl is like a flower". The formation of such a metaphorical transfer of the florionym "flower" is explained by the fact that it is the name of a beautiful, delicate plant that brings peace to a person. The fact that the female breed has these characteristics is the basis for describing her as a "flower".

Likewise, in English, to be a log; To sleep like a log can be translated as "he is a log" and "to sleep like a log" without hesitation. But it is difficult to observe such universality in human evaluation in all contexts. For example, to be a log means "a person who needs help" in English, while the Uzbek phrase "he is still a newbie" is a testimony to the "lack of life experience" of the person being described [15, 133].

These show that not only the evaluation criteria, but also its object is related to the national culture. An object that is a means of pleasure in one culture may be completely ignored in another.

### **Discussion and results.**

Axiology, which studies the characteristics of the evaluation system in an interdisciplinary section, is a field that ensures the perfection of the individual's self-expression, management, development and universal qualities in accordance with the laws prevailing in social culture and society [19, 32; 2]. No one can deny that a person's mental state and personality play an important role in evaluating the world and the events taking place in it. As stated in the scientific literature, the world view is a set of ideas about the world formed in the conditions of human life, its image. A person feels reality, reaches it, learns, observes, understands, describes, imagines and, finally, describes it in his mind [21].

"The landscape of the world" is not a simple image of reality, but reflects the essence of reality, its existence [11, 49]. Such an essence arises and develops in the mentality of people living in a certain social and cultural environment. Mentality, considered as a socio-psychological phenomenon, consists of three main parts. Its socio-cultural, psychological and intellectual parts complement each other and through interaction participate in the formation of the national landscape of the world [7, 27].

In the relationship with the world, the mentality of the individual plays a leading role, and his landscape is described in terms of mental models [14]. During interpersonal communication, it is important to determine the degree to which the subject's feedback corresponds to objective reality, to "look critically" at it in the rational assessment of the problems that arise. Their critical attitude is manifested in the assessment of their own

behavior as well as objective reality. The level of evaluation depends on the personal thinking capabilities of a person. Psychological states formed under the influence of the subject's psyche and emotions lead to the evaluation action. For this reason, this movement is also a research object. In the dictionaries of psychology, it is emphasized that the perception of reality is the result of the manifestation of this reality in the form of subjective images. Language plays the role of a tool in the conscious performance of mental-spiritual action. Through speech, mental processes are organized and controlled (Psychological dictionary, 1983: 241). Most importantly, in this dictionary, evaluation is defined as approval or disapproval by a team of its members' actions. The dictionary notes that "social evaluation largely determines the success of a person in relation to his emotional state, and therefore the pursuit of positive evaluation is the most important aspect of human behavior" (Psychological dictionary, 242). Human behavior is under the control of the spiritual-educational and social-cultural value system existing in the society. Norms in the form of values encourage each individual to adapt to the society in which he lives.

Everything in life that is related to human activity and has a high probability of verbal expression has its own value. The value of observed phenomena-subjects is determined within the framework of the person's attitude. An object considered valuable according to the opinion expressed in one position may be evaluated as worthless from another point of view. This again indicates that the evaluation is the result of mental analysis.

It is well known that the main object of the field of anthropolinguistics, which is rapidly developing nowadays, is the "speaking person", that is, the linguistic person. The center of the anthropocentric approach is psycholinguistics. The object and subject of this direction, the subject of research of which is "linguistic person viewed from an individual-spiritual point of view" [8, 5], largely corresponds to the direction of speech psychology existing in the science of psychology. Researchers are accustomed to distinguish the following issues as the object of psycholinguistics: 1) mechanisms of speech creation; 2) formation processes of children's speech; 3) the relationship of speech activity with interlocutors and communication situations; 4) speech is related to the human ability to perceive the world [9, 21].

In the previous pages, we mentioned that the assessment is often subjective in nature. The act of determining the importance and value of an object is performed by a person, and this act is based on a certain pattern. "The expression of the positive or negative attitude of the speaker to the objective being and to his speech is a subjective assessment" [16, 42].

Psychologists note that evaluation activity is a system consisting of four parts, and these are: subject, object, characteristic and basis of evaluation [13, 21]. But Sh.Safarov, stressing the complexity of this system, divides it into five parts: subject, object, base, standard (sample) and evaluation mark. According to the scientist, the act of evaluation begins with the determination of the importance, quantity and quality of the object. In this process, the subject compares the property of the object to a standard or exemplar. All "measurements" stage evaluation is realized by means of linguistic sign. Activation of evaluation action, in turn, requires a rationale. There is no need for unreasonable comparisons and evaluations [22, 184-185].

According to S.Boymirzaeva, one of the most important parts of the structure of the evaluation action is the evaluation feature. The importance of this part is seen in whether the assessment given to the object is absolute or comparative. But the scientist is not in favor of a sharp distinction between these two types of evaluation. After all, evaluation is a certain stage of perception of reality. It is a logical understanding of objects and events in reality, a speech-logical action activated in the process of creating a concept, and a meaningful content born at the end of this action [6, 126]. In fact, the value appears on the basis of comparative perception, which is an integral stage of the cognitive process. Inference, seen as a product of human thinking, is based on the act of comparison. Comparison determines the basis of cognitive activity and evaluative behavior. There are different types and characteristics of assessment compared to the basis. A.A.Ivin distinguishes emotional (based on a person's subjective feelings, perception), normative (based on a certain copy, pattern) and practical-utilitarian (an assessment given for some benefit) types of evaluation action in relation to the selected basis [13, 28].

Thus, the assessment given to things and events occurs in all respects in connection with the human psyche, his thinking ability. In any case, the psychological assessment formed in this way takes a linguistic form and is manifested in speech. Units of different levels of language participate in the speech realization of human mental state. Compare:

*Alimardan immediately noticed that these lines, which have been preserved in the folk language since ancient times, have a special charm, hidden, magical feelings, and he wants these pure feelings to shine through in all their beauty, he used to say with excitement (Utkir Hashimov. Love stories).*

*It was Jem's turn to cry. His face was streaked with angry tears as we made our way through the cheerful crowd.... Atticus was standing under the street light looking as though nothing had happened: his vest was buttoned, his color and tie were neatly in place, his watch – chain glistened, he was his impassive self again. (Harper Lee. To kill a mocking - bird).*

*I tried hard to stop him. But everything I said seemed to make him worse. I suppose it would when he was in that excited, abnormal state. Well, he talked about my repressions, and I pretended to laugh at him, he got more and more excited. And then he tried to show me some beastly foul drawings he had –horrible, obscene things by some mad Belgian artist (Priestley J.B. Dangerous Coner and other plays).*

**Conclusion.** It is clear from the given examples that the appearance of a person, how he has fallen due to various influences, is expressed by means of different linguistic units. These units provide a psychological assessment by describing the subject's inner world, mental state, and provide an opportunity to clearly imagine the image of the object of assessment.

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