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«Образование. Наука. Культура»  
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*Сборник научных статей*

**Часть 2  
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В настоящее научное издание вошли материалы докладов международной научно-практической конференции «Педагогика и психология в современной системе образования», состоявшейся в рамках международного научного форума «Образование. Наука. Культура» в Гжельском государственном университете 20 ноября 2019 г.

В работе форума приняли участие более пятисот научных и педагогических работников из России, Белоруссии, Казахстана, Китая, Кубы, Молдовы, Узбекистана, Украины, Франции.

## **PRAGMATIC SITUATION “COMMUNICATIVE EVALUATION”**

The situation is the basis for the functioning of communication, which involves the reconstruction of situations of real communication and allows one hundred percent orientation to active speech communication. In teaching foreign language communication, speech situations can pursue various goals that cause a communicative need, which is specified in the motive and sense of speech actions.

Obviously, evaluation in a communicative situation plays a significant role, as it allows the speaker to demonstrate his positive or negative attitude to the statement. Communicative evaluation is closely related to the pragmatic aspect of speech, such as emotionality, expressiveness and modality. Evaluation, often shifting the objectivity of presentation, replacing commentary and logical reasoning, being based on the emotional-evaluative perception by the addressee, acquires an axiological character, prompting the use of appropriate language tools.

Under the influence of the sphere and the situation of communication, the style of expression is formed. For example, the purpose of a political situation is to convince the addressee. By influencing the interlocutors with the help of evaluative statements, politicians strive to influence the opinion of the interlocutors, pushing them to the actions they need. Or, on the contrary, the assessment can put pressure on the audience, as in the example of a family situation, when parents, expressing their critical attitude after the late return of children from a walk, appeal with emotions in order to demonstrate their explicit intentions [1].

The intentional or implicit speaker assessment complex includes the following most frequent components.

1) Subjective understanding of a statement promotes a person's self-determination in a speaking situation. It provides an opportunity to correlate his inherent values with the values of society, comparing, contrasting or accepting existing lexical patterns and their emotional interpretation. From this point of view, assessments may belong to the subject itself, about which an opinion has already been made; to an individual who has an authoritative opinion or to the society as a whole. The speaker uses the assessment of speaking to confirm or refute, or to discuss someone's opinions and judgment.

2) Outside assessment is one of the intentional strategies for expressing the self-esteem of the speaking subject. First of all, this is about positive self-esteem, as a rule, in self-presentation. Having emphasized a positive assessment, the speaker seeks to evaluate himself objectively as a person, describing his qualities, character traits, inclinations, professional experience and long-term plans, based on his communicative intention. However, lexically expressed self-praise in most cases is not acceptable in the public, as it creates a negative attitude of listeners to speech action. With the help of an external assessment, referring to the objective opinion of the public, the speaker neutralizes the negative aspects associated with self-praise and realizes his communicative intentions. If the communicant expresses negative assessment information using an outside assessment, he is not responsible for communication disruption.

3) Outside assessment can characterize the subject of the assessment. In this category, an extraneous assessment contributes to the formation of a common opinion about the speaker, both from his speech language, as well as psychological and emotional qualities. For example, an external assessment helps to identify the specifics of the individual emotionally-evaluative component of the speaker, especially the use of the lexical active or passive minimum; categorical / non-categorical attitude in speech and behavioral activity; independence / non-independence in the formation of value qualities; characteristics of the interaction of emotional and evaluative activities, etc.

4) An outside evaluation serves as a means of influencing the addressee based on pragmatic intentions. Using the authoritarian status of communication participants is one of the ways of axiological influence on the recipient. The tactical strategy of an appeal to authority is implemented in

the form of an informative, which affects the behavior of the addressee, making it cooperative. Sometimes communicants deliberately use authority assessment, resorting to manipulative influence.

Thus, we can distinguish the communication situation as “*Communicative evaluation*”, which implies the ability to influence the interlocutor, the ability to express one’s emotional assessment of the statement, opinion (categorical, true or false statement) verbally or non-verbally, create the necessary communicative atmosphere, the ability to appeal to values and the speaker’s attitudes, and also use the speaker’s assessment to confirm, refute, discuss the opinion or judgment of the interlocutor. This situation is characterized by the use of verbal forms of expression of assessment: *exist, admit, accept, remain: Deep questions remain as to the appropriate diplomatic tools ...* [3].

Tactics of reasonable assessment is characterized by:

– nouns that act as evaluative points of focus for the addressee: *problem, question, position, interest, fault, threat, lie, danger, fail, collapse, untruth* and etc., for example: *Of particular interest is Chapter 12. In his masterful concluding chapter, Prof. Manwaring... shows us how such phenomena, if left uncorrected, will lead ultimately to major threats.*

– adverbs that play the role of amplifiers assessment: *grasped the situation thoroughly, develop radically, a principally different idea, a strikingly clever judgment: Their subject matter and focus were largely military, largely nuclear. The title of this book is carefully chosen.*

– stable phrases such as *a key question, a significant task, an important introduction*, which include frequently used adjectives *important, significant, complex, complicated, main, key*. For example: *...military leaders in the past have worked their way through uncomplicated issues;*

– evaluative adjectives in the attribute function: *a painful aspect destructive actions, an honest position, a unique system, an absolute catastrophe, an erroneous direction*. For example: *The book also gives a tremendous amount of detail.... The second part of the book contuses a detailed and painful history...; «To Destroy a City» offers a unique and valuable perspective on a still very contentious subject.*

– adjectives that act as predicates in the syntactic structure of a sentence: *it's necessary to change our attitude, it's useful for the future, it's dangerous to ignore social problems* [2].

The situational focus of training opens up great opportunities for optimizing the process of mastering a foreign language. The communicative-pragmatic situation of “evaluation” allows to make the students’ speech communicative, diversify educational and speech actions, and ensures the practice of the lexical and grammar material. The situational basis of learning makes the process of mastering a foreign language interesting, informative and educational.

#### References

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