



## LINGUISTIC MEANS OF EVALUATING HUMAN INTELLECTUAL CAPABILITY IN ENGLISH AND UZBEK

Mengniyozova Zebo

- teacher of the department  
of foreign language and department  
of the faculty of Foreign philology of National  
university of Uzbekistan named after Mirzo Ulugbek  
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### ABSTRACT

*The main provisions of the theory of evaluative representation are based on the theory of evaluative conceptualization and evaluative categorization developed by N. N. Boldyrev. This article systematizes linguistic means representing the assessment of a person's intellectual abilities, pays special attention to descriptive linguistic means, and analyzes the cognitive and linguistic mechanisms of the formation of evaluative meanings.*

This study aims to study the evaluative representation of knowledge from the point of view of their linguistic expression. In particular, the evaluative representation of a person's intellectual abilities in modern English is studied. The main provisions of the theory of evaluative representation are based on the theory of evaluative conceptualization and evaluative categorization developed by N. N. Boldyrev. This article systematizes linguistic means representing the assessment of a person's intellectual abilities, pays special attention to descriptive linguistic means, and analyzes the cognitive and linguistic mechanisms of the formation of evaluative meanings. As the study showed, in English the assessment of a person's intellectual abilities is represented in two ways: directly and descriptively. In the first case, we are dealing with a direct assessment, when the assessment of a person's intellectual abilities is embedded in the systemic meaning of language units. According to the classification of N. D. Arutyunova, such language units are called intellectual assessments. These can be adjectival means: clever, intelligent, intellectual, wise, bright, smart, great, alert, able, brilliant, ingenious, sophisticated, broad-minded, active-minded, quick-witted, etc. (for a positive assessment), ignorant, unintelligent, unable, stupid, foolish, half-witted, slow-witted, thick-witted, dull, obtuse, dunce, narrow-minded, daft, inane, dolt, silly, folly, crass, dumb, dense, etc. (for a negative assessment). Also, nominative means are used to express a direct assessment of a person's intellectual abilities: nouns a genius, a talent, an intellectual, a fool, a blockhead, a dolt, a dim-wit, a numskull, a dunce, a silly-billy, etc., and nominal phrases: a man of talent, a person of manifold gifts, a person endowed with reason, a man showing genius, intelligence,

brilliance, ingenuity, etc. Each of these units has its own meaning and conveys an assessment of a specific manifestation of a person's intellectual abilities in English. However, despite the fact that the English language has a fairly rich system of direct intellectual assessment tools, using the continuous sampling method, many cases of using indirect (descriptive) assessment of human intelligence were identified. A descriptive assessment is a way of expressing an assessment, in which the formation of the evaluative meaning is carried out through a combination of different components of the sentence. In the group of indirect assessment of a person's intellectual abilities, statements are distinguished that contain an evaluative component in one of the members of the sentence (predicate, addition, nominal part of a compound nominal predicate), and "quasi-evaluative statements" that do not contain evaluative components at all, but are capable of conveying an evaluative meaning. The presence of such sentences indicates that native speakers express their attitude to the mental abilities of people not directly, but emphasizing their achievements in any field, the results of their activities, moral qualities and social status, thereby characterizing This study aims to study the evaluative representation of knowledge from the point of view of their linguistic expression. In particular, the evaluative representation of a person's intellectual abilities in modern English is studied. The main provisions of the theory of evaluative representation are based on the theory of evaluative conceptualization and evaluative categorization developed by N. N. Boldyrev. This article systematizes linguistic means representing the assessment of a person's intellectual abilities, pays special attention to descriptive linguistic means, and analyzes the cognitive and linguistic mechanisms of the formation of evaluative meanings. As the study showed, in English the assessment of a person's intellectual abilities is represented in two ways: directly and descriptively. In the first case, we are dealing with a direct assessment, when the assessment of a person's intellectual abilities is embedded in the systemic meaning of language units. According to the classification of N. D. Arutyunova, such language units are called intellectual assessments [2]. These can be adjectival means: clever, intelligent, intellectual, wise, bright, smart, great, alert, able, brilliant, ingenious, sophisticated, broad-minded, active-minded, quick-witted, etc. (for a positive assessment), ignorant, unintelligent, unable, stupid, foolish, half-witted, slow-witted, thick-witted, dull, obtuse, dunce, narrow-minded, daft, inane, dolt, silly, folly, crass, dumb, dense, etc. (for a negative assessment). Also, nominative means are used to express a direct assessment of a person's intellectual abilities: nouns a genius, a talent, an intellectual, a fool, a blockhead, a dolt, a dim-wit, a numskull, a dunce, a silly-billy, etc., and nominal phrases: a man of talent, a person of manifold gifts, a person endowed with reason, a man showing genius, intelligence, brilliance, ingenuity, etc. Each of these units has its own meaning and conveys an assessment of a specific manifestation of a person's intellectual abilities in English. However, despite the fact that the English language has a fairly rich system of direct intellectual assessment tools, using the continuous sampling method, many cases of using indirect (descriptive) assessment of human intelligence were identified. A descriptive assessment is a way of expressing an assessment, in which the formation of the evaluative meaning is carried out through a combination of different components of the sentence. In the group of indirect assessment of a person's intellectual abilities, statements are distinguished that contain an evaluative component in one of the members of the sentence

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Evaluating human intellectual capability through linguistic means in English and Uzbek involves assessing language proficiency, cognitive skills, and critical thinking abilities. Here are some theoretical approaches to consider when evaluating intellectual capability in both languages:

1. Language Proficiency Assessment:

- English: Language proficiency tests such as TOEFL, IELTS, or Cambridge exams can assess individuals' reading, writing, listening, and speaking skills in English.

- Uzbek: Language proficiency in Uzbek can be evaluated through standardized tests, oral interviews, and written assessments to measure vocabulary knowledge, grammar accuracy, and communication fluency.

2. Cognitive Linguistics Analysis:

- English: Cognitive linguistics studies how language reflects and shapes human cognition. Analyzing how individuals use English to express complex ideas, solve problems, and communicate effectively can provide insights into their cognitive abilities.

- Uzbek: Cognitive linguistic analysis of Uzbek language usage can reveal individuals' cognitive processes, problem-solving strategies, and creativity in expressing thoughts and ideas within the Uzbek cultural context.

3. Discourse Analysis:

- English: Discourse analysis examines how language is used in social contexts to convey meaning, power dynamics, and cultural norms. Analyzing English discourse can reveal individuals' ability to engage in critical thinking, argumentation, and persuasive communication.

- Uzbek: Discourse analysis of Uzbek language usage can uncover individuals' rhetorical strategies, cultural references, and communicative styles that reflect their intellectual capabilities and cultural awareness.

4. Pragmatics and Sociolinguistics:

- English: Pragmatics studies how language is used in context to achieve communicative goals. Assessing individuals' pragmatic skills in English involves understanding their ability to interpret implied meanings, use appropriate language registers, and adapt communication styles based on social cues.

- Uzbek: Sociolinguistic analysis of Uzbek language usage considers how individuals navigate social interactions, demonstrate politeness strategies, and adapt their language choices based on cultural norms and social hierarchies.

5. Stylistic Analysis:

- English: Stylistic analysis examines individuals' use of language features such as tone, register, figurative language, and rhetorical devices to convey meaning and evoke emotions. Evaluating stylistic elements in English writing or speech can provide insights into individuals' creativity and expressive abilities.

- Uzbek: Stylistic analysis of Uzbek language usage explores how individuals employ literary devices, poetic forms, and cultural references to create expressive and impactful communication that reflects their intellectual capabilities and artistic sensibilities.

By integrating theoretical frameworks from linguistics, cognitive science, discourse analysis, pragmatics, and sociolinguistics, evaluators can gain a comprehensive understanding of individuals' intellectual capability in English and Uzbek through linguistic analysis of their language proficiency, cognitive skills, communicative strategies, and cultural awareness.

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