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Understanding Concept of Evaluation and its Pragmatic Features

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***Annotation:** This article explores the term “concept”, the concept of evaluation and its pragmatic features, including its importance, methods, challenges, and best practices. The discussion delves into the significance of evaluation in decision-making and accountability, various evaluation methods such as quantitative, qualitative, and mixed methods, common challenges faced in evaluation, and best practices to enhance the effectiveness of the evaluation process. By understanding the concept of evaluation and its pragmatic features, stakeholders can make informed decisions, improve program outcomes, and foster continuous improvement.*

***Key words:** Concept, concept of evaluation, decision - making, accountability, methods, quantitative method, qualitative method, value, outcomes.*

There are two approaches to the problem of concept: cognitive and cultural. As E.S. Kubryakova states, concept is an umbrella term for several scientific directions: first of all for cognitive psychology and cognitive linguistics dealing with thinking and cognition, storing and transferring information, as well as for cultural linguistics, which focuses on the relationships between language and culture. From the positions of cognitive linguistics "concept" is considered a complex mental unit, a means of representation of knowledge structures, a multifold cognitive structure, an operational unit of memory (Kubryakova E.S., Demyankov V.Z., Boldirev N.N., Alefirenko N.F., Sternin I.A.). Cognitive linguists argue that concept is a part of our general knowledge about the world, a unit of the conceptual system reflecting the human cognitive activity. According to Sh.Safarov concept is a means of systematizing knowledge in the form of frames, scripts, scenarios, gestalts.

From the perspectives of linguoculturology "concept" is defined as a basic unit of culture, its core; a mental, cultural and nationally specific unit characterized by an array of emotional, expressive and evaluative components; a constituent part of the national conceptsphere (Stepanov Yu.S., Arutyunova N.D., Karasik V.I., Slisshkin G.G., Vorkachyov S.G., Pimenova M.V.).

Despite some differences in approaches, as V.I. Karasik points out, the "linguocultural and cognitive approaches to the notion of concept are not mutually exclusive: concept as a mental unit in the mind of the individual provides access to the conceptsphere of the society, while the cultural concept is a unit of the collective cultural experience; it becomes the cultural property of the individual (Karasik, 2004, p.135). So, concept is a complex mental entity, a component of the conceptual world picture conceptually relevant either to an individual linguistic personality or the whole linguocultural community.

The concept is an abstract phenomenon, it does not exist in a unit, it does not have a material appearance, the concept is formed in the author's mind and thinking as a set of meanings. However, we must not forget that the term "concept" can be put in a row with such phenomena as "meaning", "understanding", and at the same time, they are not the same, and it is necessary to distinguish between them common and different aspects.

According to Safarov's opinion, the full answer to these questions has not yet been found. A concept is a very abstract phenomenon; the mental system underlying it does not have any tangible appearance, but is an imaginary structure formed in the process of mental perception. In this regard, the scientist continued his opinion and said, "Is it possible to use the terms "understanding" which is a product of logical activity and "concept" which is widely used in cognitive linguistics in the same sense? Undoubtedly, both of these events fail as a unit of thought. The starting point of both of these is related to the perception of the object-event in reality". According to U.K. Yusupov, a concept is something or an event in the outer or inner world about the complex of knowledge in our mind, images and positive, negative and neutral attitudes towards it. Also a scientist resembles the term concept to an iceberg, its part that sticks out of the water is the concept. You can agree with this opinion, because the iceberg is sticking out of the water part is much larger than its underwater small part. So, when a word is taken into conceptual analysis, initially, its linguistic occurrence is a concept, and when a deeper cognitive interpretation is made, more of its meaning will be revealed. Z.D. Popova and I.A. In Stern's view, concepts appear as a result of personal activity, experience and socialization processes in the human mind and includes these features:

- 1) direct emotional perception of the world;
- 2) personal subjective activity;
- 3) participation in the process of mental thinking;
- 4) has a linguistic form;
- 5) Independent knowledge of language units (Popova, Sternin).

The characteristics of the concept, like any other linguistic phenomenon, have a general and specific appearance. L.G. From Babenko's point of view general features of the concept:

- 1) for any increase in the national language the importance of conceptual space;
- 2) in the conceptual formation of language structures addition;
- 3) the constant presence of concepts in culture, i.e. their stability in linguistic and cultural thinking;
- 4) universality of concepts - their universality;
- 5) development ability of the concept, its dynamic nature (Babenko).

When it comes to the term of evaluation, evaluation is a critical process that involves assessing the value, worth, or quality of programs, projects, or interventions. Evaluation is a fundamental process that plays a pivotal role in assessing the effectiveness, impact, and value of programs, projects, or interventions across various fields such as education, healthcare, business, and social services. The concept of evaluation involves systematically collecting and analyzing data to determine whether the objectives of a program have been achieved and to identify areas for improvement. This article aims to explore the concept of evaluation and its pragmatic features, including its importance, methods, challenges, and best practices.

Evaluation holds significant importance in decision-making, accountability, and learning. By evaluating the outcomes and impacts of a program, stakeholders can make informed decisions about resource allocation, program improvement, and future planning. Evaluation also serves as a tool for demonstrating the value and effectiveness of programs to funders, policymakers, and other stakeholders. Moreover, evaluation helps organizations assess their performance, identify strengths and weaknesses, and drive continuous improvement.

Various methods of evaluation can be employed based on the nature of the program or intervention being assessed. Quantitative methods involve collecting numerical data through surveys, questionnaires, and statistical analysis to measure outcomes objectively. Qualitative methods, on the other hand, involve collecting non-numerical data through interviews, focus groups, and observations to gain a deeper understanding of the program's context and experiences. Mixed methods evaluation combines quantitative and qualitative approaches to provide a comprehensive assessment of the program's impact by triangulating findings and enhancing validity.

Despite its importance, evaluation is not without challenges. Limited resources such as time, expertise, and financial constraints can hinder the scope and quality of the evaluation process. Data collection poses another challenge, especially in complex settings or with hard-to-reach populations where ensuring data quality and integrity is crucial. Stakeholder engagement is also a common challenge in evaluation, as different stakeholders may have conflicting interests or priorities that need to be addressed to build consensus and buy-in.

To overcome challenges and enhance the effectiveness of the evaluation process, it is essential to follow best practices in evaluation. Clearly defining objectives, using multiple data sources, involving stakeholders throughout the process, and ensuring transparency about methods and findings are key best practices in evaluation. By following these practices and addressing key challenges, organizations can improve their capacity for learning, accountability, and continuous improvement through evaluation. Below we give a brief description of the four stages of objectification of the concept “assessment”.

The first stage was the identification of the conceptual components of basic evaluative meanings. Basic evaluative meanings are understood as components of the meanings “good” / “bad” in Russian and “good” / “bad” in English, recorded in dictionaries. Analysis highlighted dictionaries of conceptual components allowed us to conclude that in Russian-language dictionaries they are presented in a more generalized form, and in English - in a more specific way. In general, the definition of “good” and “bad” in the Russian language very accurately reflects the “Dictionary of Synonyms of the Russian Language”: “good” - distinguished by positive qualities, deserving a positive assessment.” [Alieva 1999: 656]; “bad” is not as it should be, does not meet the requirements, does not deserve a positive assessment”.

The difficulty of Russian explanatory dictionaries is the fact that they do not provide a detailed series of synonyms for the lexemes “good” and “bad” when interpreting them. This series turned out to be the most representative in the Explanatory Dictionary, edited by V. I. Dahl. Summarizing this information, we note that the components of the basic meaning of “good” in Russian-language dictionaries are the following: beautiful; completely worthy in terms of its qualities; quite decent; full of friendly feelings, close; quite sufficient; handsome, prominent; red, molded; handsome, attractive, handsome, stately in appearance; kind or good in appearance; capable; good, expensive or valued (in terms of internal qualities, useful properties, according to the result). The components of the basic meaning of “bad” are: devoid of positive qualities, unsatisfactory; insufficient, small; bad, trashy; unlucky; bad; worthless; small-lived; unable, weak; decrepit, dilapidated.

In English, as we noted above, newly minted basic meanings "good/ bad" presented in detail. Base the meaning of the word "good" is determined the following language units: high standard or quality (high quality); able to do something well (able to do something well); used in reference to something that you want or happens the way you want (the way you want); pleasant and agreeable (pleasant); likely to be successful or correct (successful); suitable or convenient (suitable, convenient); I'm behaving well and does not cause any problems); will most likely make you healthy, physically or mentally (having the potential to have a positive effect on physical or mental health); not damaged or weak (fit for work). The basic meaning of the word "bad" is defined in English dictionaries in the following languages: logical units, for example: unpleasant or may cause problems (unpleasant, causing problems); in debt quality or below acceptable standard (low quality); not reasonable or not appropriate in a particular situation (unreasonable, unsuitable for a specific situation); morally wrong or evil (immoral or wicked); do something that shouldn't be done or behave do wrong (do things you shouldn't do or behave inappropriately); serious or difficult (complex, difficult, for example, a problem); damaging or harmful (destructive); not fresh spoiled (stale, spoiled); having no skills or ability in a certain activity (unskilled bathroom for a specific type of activity); suffering pain or disaster (testing pain/suffering); avoid (no value); sad (sad).

Thus, the first feature of the study of the phenomenon of assessment is, in our opinion, the bidirectional nature of its study, which simultaneously takes into account both assessment as a result and assessment as a process of speech-mental activity. Identification and description of the processual aspect of assessment are associated with a broad interpretation of assessment as a mental operation. A narrow understanding of evaluation is the result of a thought process, the subject's opinion about a cognizable phenomenon. Considering only both approaches to understanding evaluation, we get the opportunity to highlight and more or less comprehensively describe the patterns of its objectification in language and speech.

Essential theoretical basis, TO study the category of assessment is the recognition of the fact that the content of the assessment is determined by the personal and social experience of a person, therefore it is socially and culturally fixed. Evaluation identifies the main distinctive and categorical features of reality, acting along with other categories - action, attitude, property, quantity, state - as a universal category.

The evaluative aspect is constantly updated in the process of categorization, since, refracting the world in his consciousness, a person always brings a particle of his “I” into this process. How many people there are, so many options for reflecting the world around us. In our opinion, this is the second important feature of the study of speech implementation of assessment. This does not mean that the objective world will be completely unique for each individual person; it will retain common features and even details, but its perception and conceptualization will still be different.

To avoid discrepancies in terminology, let us clarify, but here and further throughout the body, by finalization we understand “one of the most important processes of human cognitive activity, which consists in comprehending the information coming to him and leading to the formation of concepts, conceptual structures and the entire conceptual system in the brain (psyche) of a person” [Kratkiy].

The third stage of objectification of the concept “evaluation” will be the identification of a logically expanded meaning, the so called deep evaluative meaning based on ICS - “implicit communicative meaning” (term by L.V. Lisochenko). The term “implication” is borrowed in linguistics from logic, where implication is understood as a conditional statement, logical operation, connecting two statements into a complex statement using a logical connective, which in ordinary language largely corresponds to the conjunctive group “if - then”: “if A, then B”, or “A entails B”, or “B follows from A [Lisochenko].

Almost every year the tax on petrol is increased in the budget and the price rises as a result. People throw up their hands in horror and vow that they will use the bus instead. They cut some of their out-ings. It does not take long, however, for them to slip back into their old habits and to revert to buying the same amount of petrol as before. Over a period of time, therefore, petrol prices have little effect on demand.

(Almost every year the budget is considering an increase in the tax on the sale of gasoline, as a result of which prices increase. People throw up their hands in horror and exclaim that they will switch to buses. They are somewhat reducing the number of their trips. But it doesn't take long for them to return to their old habits and start buying the same amount of gasoline as before. After the lapse of time period it turns out that gasoline prices do not significantly affect demand) [Lee S].

The object of assessment in this case is the change in the price of gasoline, which affects consumer demand. From an economic point of view benefit, the higher the demand, the better.

The fourth stage of objectification of the concept "assessment" is the identification of conceptual components of basic meanings in an intuitive and logical way. It should, however, be emphasized that in this case neither logic nor intuition are considered by us in their classical philosophical definition, which is given in philosophical dictionaries. By logic we do not mean formal logic as a doctrine of consistency and methods of cognition, but by intuition "a revelation developing from within a person" [Philosophsky]. In our study we will try to connect them together in one definition. In particular, we believe it is possible to consider intuition as logic realized by consciousness. In this case, we can talk about the phenomenon of the existence of intuitive: logic in everyone, based on their own experience and perception. This approach to the problem. was proposed in the work of V. I. Irina and A. A. Novikov "In the world of scientific intuition. Intuition and reason."

In conclusion, evaluation is a critical process that helps assess the value, worth, or quality of programs, projects, or interventions across various fields. By understanding the concept of evaluation and its pragmatic features, stakeholders can make informed decisions, improve program outcomes, and foster continuous improvement.

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A handwritten signature in black ink, appearing to be 'A. H. H.', written over a horizontal line.

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