Axiological Role of English Adjectives in English Language Teaching

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ABSTRACT

The article focuses on peculiarities of English adjective teaching as one of main and important lexicological basis. As the English language nowadays is important and universal as a native language of worldwide society, exactly that's why process of learning must include wide range of techniques not only as a process of learning theories but also formation of human values. The reviewed adjectives as one of main and basic parts of speaking forms certain associations for a human worldview and perception. Their role is in objective evaluation of the world and its phenomena. The represented classification of adjectives includes 2 classes: empirical and rational. The role of English adjectives axiology is considered as a method of language valuation, representation of linguistic worldview by a human that allows us to determine reality and verity. Peculiarities of lexemes and their semantic variants are shown and also common lexicon of adjectives allows verbalization of universal notion in different variants. This research is important in language learning and in accuracy of its teaching. The stress is done upon the adjective as a part of speech as far as it represents a vast layer of vocabulary which forms linguistic worldview and represents in the cognition practice. Importance of the problem is huge both in theoretical and practical aspects and thus it is pragmatically significant.

Introduction

The theories of language and language teaching are always interrelated and depend upon one another. Teaching English is not only the educational process but also the personality formation process, the process that forms the person's system of values. "Implementation of axiological approach to the development of university students' intercultural competences can be successfully carried out if their valuable attitude to learning a foreign language is formed" (Valeev & Kondrat'eva, 2015). The most axiologically charged class of words is the adjective. The use of adjectives in speech makes it more accurate, special and expressive. Adjectives help to find distinctive features of a subject, to characterize a subject from the different sides, to give a figurative and bright description, to express the estimation and personal attitude. Thus, the adjective refers to features the total amount of which allows a man to cognize the essence of objective reality, form an image of the world in the mind and incorporate the

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later into linguistic signs with specific connotations. The assessment categories are associated with the reference to the axiology. Adjectives help to reconstruct the naive worldview, to depict the existence of realities in humans' consciousness and to arrange the realities in the objective world.

Were used in disclosure of themes of axiological role of adjectives: scientific works, methodical literature, articles.

During writing this research helped earlier works of such authors: J. R. Eiser (1976), R. Struton (1990), E. Stankiewicz (1964), L. Gray (1999), H. Stevenson (1985).

For problems of axiology, particularly of the English language, dedicated works: I.V. Arnold (1986), E.M. Wolf (1978), O. Jespersen (1933).

Aim of work: give evaluation of language lexicon, analyze axiological role of adjectives and their nature, disassemble peculiarities of teaching of English language.

Research questions

1. Review globalization of the English language and its personal values.

2. Learn adjectives as axiological part of a lexicon.

3. Investigate diversity of adjective groups in the English language.

4. Analyze English adjectives as a component of worldview formation.

5. Express explicit and implicit representations of notions, which were verbalized through notions.

Methods

For deeper studying of peculiarities of adjectives complex analysis was implied complex analysis, which includes wide range of techniques: comparison, transformation, classification and evaluation. Learning and generalization of presenter earlier works, affecting correcponding themes of axiology and basis of lexicon of the English language.

Results

English plays a significant role in people's lives today. Several decades ago it used to be just a foreign language but it is the language of international communication now. Generally speaking, the whole world speaks English when dealing with political, economic, scientific and sports issues. English has been adopted as the official and working language of the UN. Different summits and meetings of heads of governments, enactment of laws and decrees, negotiations and disputes are carried out and held in English. English is used in the international trade, banking operations, maritime, land and air transportation system activities.

"Proper teaching of a foreign language may suspend the process of dehumanization of education, society as a whole and be of a great value in popular, folk diplomacy. We follow the idea that is focused on the vital importance of teaching the humanities as carriers of moral values. If we were suddenly deprived of all scientific knowledge, the material world would remain, although, of course, would have great material damage. But if a person loses at least one of moral truths which are stored in liberal arts education, both the person and all mankind will die. Thus, the language as a means of transmitting

information improves human intelligence creates new texts that have some informational value and contribute in their turn to circulation of information, including value-relevant information." (Zerkina, Lomakina & Kostina, 2015).

English promotes a real-life communication for academics, doctors of science, and scientists from all parts of the world. International conferences, study of best practices and scientific information sharing are carried out basically in English. Thus, English being an integral part of a modern person's set of values, the axiological worldview is built by means of a native language as well as a foreign language, English in particular.

Thus, the role of "the English teaching process as development of the humanistic values through realization of language values by means of axiological linguistics. " is very great (Zerkina, Lomakina & Kostina, 2015).

The modern IT techniques of teaching contribute to efficient language teaching/studying. They help to save time while looking for a new word, to get different variants of translation and interpretation; they are very useful for listening to and so on. Techniques are a bridge between the real and virtual worlds and they bring not only advantages but serious problems too when the language is used as a means transferring ideas. "The widespread of info-communication technologies in all spheres of human activities gives rise to new threats that in some cases may lead to violation of the constitutional human rights, threaten the stability of the State and public life. Among the most pressing are the ethical problems associated with the digital disparity, violations of personal privacy; ethics conduct on the Internet; compliance of intellectual property rights; opposition to the ideas of violent extremism in the Internet etc." (Chusavitina & Zerkina, 2015) That is why we pay great attention to both content and techniques of teaching.

These problems are also connected with the language and its axiological, ethics potential axiological aspect of life has become more significant at the present stage of social development both in real and virtual environment. Being a process that establishes a subject's axiological attitude to an object and the result of this attitude, evaluation appears to be an integral part of a process reflecting the current reality and is of cognitive nature. When experiencing the world around, man cannot avoid evaluating phenomena and facts of reality by expressing personal attitude towards them which is embodied in a language.

As means of data communication, language develops human intelligence which creates new texts being also of specific informational value and ensuring circulation of information, including conceptual value information. That's why a thorough study of specifics of the vocabulary conveying various evaluation modes and types is essential when exploring the language structure and its special characteristics.

"Globalization is a complex process when value systems and priorities are in conflict with one another. A dramatic, negative option of its implementation may be related to absorption of cultures and languages of small or backward peoples by stronger ones, with elimination of languages, traditions, which is an irreversible process. An optimum scenario may be related to acknowledgement of many axiological, political, ethnical world views, to their "peaceful coexistence" formed through English teaching process. The only option of coexistence of different world views in the globalizing world is a tolerant attitude, respect to life, language, freedom and values of others. A search for

universal human values leads to a conclusion that this is an intention to find the most perfect forms of existence, which, however, are differently understood by these or those people. Respect to life, spirituality, knowledge is characteristic of many cultures and serves as a ground for common values. At the same time representatives of every culture put their own meanings into universal human values… Languages of international communication, and English is among them, are encouraged to be not only a means of communication, but also a guide to general human values, a means of development of a tolerant attitude to values of the foreign world (Zerkina, Lomakina & Kostina, 2015).

While distributing the vocabulary into parts of speech the adjective acquires the role of a speech part that gives an assessment, thus the adjective is the estimated vocabulary, with its history of formation as a class of words. "The language – in particular, the adjectives – individuals use can be harnessed to understand the different aspects of their attitudes." (Matthew & Russell, 2014) Adjectives belong to the category of feature words. They belong to the mental (cognitive, epistemic) area, express evaluation of some object or situation in terms of relation to reality or true, social and cultural models, ideals, norms, standards. They play a special role in the fixation and evaluation of knowledge, as far as they form an attributive "portrait" of the real world in the linguistic consciousness, which further helps to create and evaluate the images of the objects surrounding the man.

Adjectives in English can be represented by two classes: empiric and rational.

By the present stage of the English language development there defined several groups of empiric adjectives, that is, the ones "denoting signs perceived by the senses and realized by the person as a result of a single-stage mental comparison operation with "a standard ".

Empiric adjectives designate their own signs to specific subjects, their content is in full compliance with the logical and philosophical categories and rational adjectives, that is, indicating the category of signs that are not perceived by the senses, and are the result, comparison, conclusions. It should be noted that adjective attachment to a certain group is quite relative on its main meaning as for its derivative, metaphorical and redefining meaning they can be members of other groups.

Rational adjectives indicate the category of features that are not perceived by the senses and they are the result, comparison, conclusions. Rational adjectives do not form a single class of words, and depending on the compatibility they are divided into four types: adjectives indicating the characteristics of a human, adjectives indicating the signs of animals, adjectives indicating features of objects, adjectives indicating the signs of the animal subjects estimated by a human.

Thus, all the adjectives help to reconstruct the naive worldview, show the presence of reality in consciousness, organize realities in the objective world and could be represented by the following groups (Hornby, 1989):

1. Adjectives expressing signs perceived by the senses: visual (*red-large-round*), by listening (*loud - calm*), using the olfactory (*aromatic-odourless*), taste characteristics *(delicious - sweet)*, perceived tactile (*hot - rough - humid*), indicating the signs of the object perceived several senses *(fresh)*.

2. Adjectives expressing temporal characteristics (*long - late - old - eternal*)

3. Adjectives that express the human ability (*capable - silly - attentive - clumsy)*

4. Adjectives that express the emotional characteristics of a man and the world (*sad - merry - glad -optimistic).*

5. Adjectives that express ethical qualities, moral and psychological qualities of a person, negative and positive evaluation *(noble - worthy - innocent - criminal*).

6. Adjectives that express abstract logical signs denoting abstract concepts: (*certain - general - particular)*

7. Adjectives expressing the human state and the world order of objects, signs indicating the subject matter defined by muscle tension; proper weight signs and symptoms that are installed as a result of squeezing, pressing, stretching. *(strong - vigorous - heavy)*

The adjectives present different levels of vision and understanding of the world: universal, cultural, historical, ethnic, social, so the semantics of adjectives can be called a reflection of human cognitive practices.

The adjective has a pragmatic value. It is an important factor in the creation and modification of estimated values, because it includes an evaluation component. Evaluating the subject is in accordance with the practical significance.

The standard of comparison is based on the unity of associative thinking among the representatives of society. Recreating assessment solves the problem of the relation of values and anti-values within the society. Thus, the application generates a perception of quality ethno-cultural specifics of the English language which reflects not only the "English" worldview but also the "English" way of knowing it.

Traditional design semantics of adjectives are largely determined notions about the relationship of logical categories and sign things, the relationship between language and thought. Thus, the benchmark for black colour, which verbal sign is the adjective *black*, has the following realities - the night, soot or coal; to the standard of white colour, which acts verbally as an adjective *white*, belong the following substances snow, milk; salt.

Adjectives in English form not only a single conceptual estimate area but also a unified qualitative-quantitative one.

Many scientists recognize as a special feature of adjective polysemy the fact that it develops mainly on the basis of psychological associations of native speakers. (In contrast, the noun and the verb are dominated by the logical basis for the development of new values.)

When studying means of representing different notions in a language one can obtain information about habits of human thought at different historical eras, since the conceptual worldview is constantly changing. The linguistic worldview has been long storing different misperceptions going with the world cognition processes. These misperceptions appear in linguistic units of different levels: words, phraseological units ("the mirror of the nation's life"), utterances, texts, discourses.

For example, an adjective purple has a special connotative meaning only in the English language and culture, since purple as a colour is considered to be "royal" and has long been associated with majesty. This notion finds its attachment in phraseology, which highlights its significance for the English (*to be born (cradled) in (the) purple* means *to be of princely birth; to be highborn*).

Semantic description of adjectives as lexical units is impossible without referring to the framework of their lexical meaning which primarily relates to different mental sequences: characterization, evaluation, and classification.

Vital categories and criteria developed through interaction and comprehension of the experience. Further, they made it possible to combine and contrast various objects of reality as well as recognize them.

In a language, it is implemented in the fact that adjectives can compose synonymic and antonymic rows *(white – pale – chalky – ashy; white - black; good – bad).*

Semantics of adjectives projects the world knowledge as a combination of its features and relates to a long historical tradition of the British ethic group. Whereas, phraseology emphasizes significance of adjectives in a projection of the world knowledge and lends them a national markedness.

For example, *to catch (be caught) red – handed.* Origins of this phraseological unit can be traced back to the Old English times. During those times there was a forest law known as a bloody-hand law: it was thought that if one met a man having hands bloody, the latter should be accused of hunting a King's deer.

To put on the black cap – to bring in guilty, in England a judge puts on a black cap when passing a death sentence.

The dictionary definitional analysis and the recorded examples do not provide a comprehensive content analysis of the concepts that are verbalized by adjectives. On the basis of the adjective "white", as it is one the most frequent and common ones, we suggest our technique of revealing the "hidden semantics" that is very important in knowledge acquisition, constructing synonymic rows and describing interrelations between adjectives etc.

Thus, verbalization of the concept actualizes through the lexeme "white" and its semantic variants "ashen", "colourless", "pale", "pallid", "pasty", "wan" etc. The lexical variants verbalize different characteristics of the general concept white. It is obvious the concept determines the semantic of linguistic means which are used to express it. But if we want to characterize the semantic usage properly which is accepted in any speech community and belongs to the described language, we should not only describe it. We can achieve the result only by applying collective estimations which are adopted in the community so we must take into consideration the public opinion. One and the same thing may have different descriptions in different civilizations. Such semantic definitions must have substantial consequences for the formal analysis of linguistic units (Zerkina, 2011).

So the concept white analysis and its explicit and implicit means of representation are possible only by considering semiotic and symbolic meanings of the white colour and its psychical effect on a human being.

According to the results of the psychological studies which were based on biopsychic experience of a human being, the white colour has the following meaning: it associates with light; it indicates the direction and significates beginning, purity and cleanliness.

The entwinement of symbolic and semiotic meanings of any colour has a very long history.

Having studied the dictionaries of symbols and some works about colour symbolism, we bring up the fact that the analysed colour and the concept which is formed by it in the human mind can display the following symbolic meaning.

The white colour signifies cleanliness, simplicity, innocence, the truth, hope, holiness, charity. It is a symbol of peace, forgiveness. The Church regards the white colour as the colour of God (God rose in the White Clothes). It is the colour of Christmas, Easter, and Ascension tide. It is the colour of ghosts in the folklore and the colour of beasts which took off knights to the full of adventures woods. It is the colour of majesty and aristocracy.

According to J.E. Cirlot (1973), symbolic colour meaning has three sources of origin.

1) The inherent characteristic of each colour, perceived intuitively as an objective fact;

2) The relationship between a colour and the planetary symbol traditionally linked with it;

3) The relationship which elementary, primitive logic perceives. (Cirlot, 1973).

J.E. Cirlot (1973) asserts that contemporary psychologists and psychoanalysists give the third source the primary importance and consider the second one as an interlink. The purity of any colour reflects the purity of its symbolic meaning.

The basic colours reflect the main evident emotions; the minor, peripheral colours reflect more complicated, confused, derivative notions.

Thus, the analysis of the explicit and implicit representation of the concept white proves the fact that any concept is formed in a human mind as a result of his sense experience and practical activity and as a result of generalization of concepts of his mind. The process of forming is constant and its speed and qualitative changes depend on linguistic and extra linguistic reasons.

Discussion and Conclusion

English adjectives form a peculiar "qualitative layer of reality" which can become "the fourth spatial measurement" of the world, considering tendencies of "globoanglization ".The adjective has linguistic realization, pragmatic value and participates in the axiological worldview formation which represents the set of the estimative, qualitative, valuable cultural and world outlook characteristics that are depicted in special interaction of various means of linguistic expression. Studying of abstract lexicon is of great interest both in interdisciplinary and in actually linguistic point of view: on the one hand, the fundamental concepts that are represented by such lexicon are those "blocks" that build the linguistic model of the world. They are at the heart of   reality interpretation and judgments; on the other hand, the linguistic analysis of the abstract lexicon demands the

development of special methods and techniques that promote development of the scientific studies of linguistics.

Implications and Recommendations

The adjective refers to features the total amount of which allows the man to cognize the essence of objective reality, form an image of the world in the mind and incorporate the later into linguistic signs with specific connotations.

At this stage of the linguistic science development, when in the first position there popped problem of the relation and interaction between semantics and pragmatics, the study of estimating features is particularly relevant. This line of research fits into the anthropocentric paradigm of modern linguistics. Studying the assessment categories is associated with the reference to the axiology.

Axiology is the theory of value - the generalized stable ideas about the preferable benefits, facilities, significant for a man, are the objects of his desires, aspirations, interests. The axiological concepts are considered to be the primary concept of value.

Evaluation is considered as a factor forming a picture of the world's value, as far as the value representations are inherent in every culture. Valuable image of society involves a certain set and the hierarchy of values, which are expressed in the evaluation.

The assessment is based on human knowledge representations, as well as on a system of national and cultural stereotypes. Thus, the category of language assessment is recognized as the main way to reflect the value system in the language. In its semantics and conduct the language assessment embodies the linguistic worldview ideas on what is and what can be considered real, true, actual, existent etc. The present study allows to refine these ideas and to determine what types of reality the language may distinguish.

Disclosure statement

No potential conflict of interest was reported by the authors.

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