In recent decades, owing to the general anthropocentric orientation of linguistic research, there has been increased attention to the pragmatic aspect of the functioning of language units and grammatical categories, including the so-called pragmatic modality, revealing the communicative perspective of the utterance [2, p. 13], since it is the category of modality that represents the most adequate implementation of its anthropocentric nature in language, where the subject of speech, a native speaker, is in the center of the modality field [6, p. 23]. In this case, special attention is focused on the modality of the text, which is quite logical, since the text is an organized structure in which the author explicitly or implicitly conveys various information of evaluative character to the reader seeking to convince him or her of the correctness of their vision of the world. Addressing the theory of modality always requires the study of verbal means to express the subject's relations to the reported in reality, the objective or subjective implementation of the means (linguistic and non-linguistic) to express the modal relations.

The research of modality has a long tradition. The study of modal meanings was addressed not only by linguists: operators of necessity and opportunity occupy one of the central places in formal logic, classifying judgments by modality depending on the nature of the relationship between the subject of judgment and its feature, i.e., depending on the nature of the objective links reflected in the sense of judgments.

In contrast to logics, where these concepts are defined by formal relations and limit a fairly clearly defined circle of phenomena, the concept of modality is much broader in linguistics. The linguistic encyclopedic dictionary defines modality (from Latin modalis, from modus – way, manner, method) as “a functional-semantic category, expressing different types of attitude of a statement to reality, as well as different types of subjective qualification of the reported”. It is noted that the term “modality” is used to denote a wide range of phenomena, heterogeneous in terms of semantic scope, grammatical properties and degree of design at different levels of the language structure [7, p. 303].

The majority of works devoted to modality note the absence of a uniform opinion about the definition of borders of this category, about internal structure of modality field, means of its expression and about the correlation of modality with other language categories: “there is no generally accepted idea of correlation of modality and predicativity, modality and communicative types of the sentence, connection of modality with negation and expression of emotionally-expressive meanings” [1, p. 1]. Due to the absence of a common point of view on what meanings to consider modal, there is no unity in the issue of what kind of category is the category of modality: semantic, syntactic, lexical-grammatical, textual and others.
Modality as a text category was first described by I.R. Halperin [4]. Without specifying its definition, the linguist outlines the essence of the category of text modality via a number of features: being objective in nature, it is not grammatical, but rather functional and semantic in the text, manifesting itself unevenly in different parts of the text and expressed through the description of characters, the distribution of text sections, the author’s comments, the actualization of individual parts of the text, etc. Extralinguistic factors (the object of description, author’s personality, peculiarities of his/her perception of the world, etc.) essentially influence the formation of text modality.

Modality of the text is an expression in the text of the author’s attitude to what is being reported, his/her concept, point of view, position, and value orientations formulated for the sake of informing their reader. General modality as an expression of the author’s attitude towards what is reported makes the text perceived not as the sum of the separate units, but as an integral work of art. According to V. V. Vinogradov, the author’s personal attitude is perceived as “a concentrated embodiment of the essence of the work which unites the entire system of language structures” [3].

Expressing their attitude to the real problems of the real world, the author of the art text uses the text as a carrier of his/her vision of reality. At the same time, the text is filled with events and characters that cause the author to have different evaluative reactions. The world of subjective ideas and concepts created by the author has a pronounced suggestive character: the author makes the reader think about his/her concept of the world and thus indirectly contributes to the formation of the addressee’s certain point of view on a certain fact.

Traditionally, the following types of modality are distinguished: 1. alethic modality (from Greek ἀλήθεια – truth) operating with the concepts of possibility and necessity; 2. axiological (from Greek ἄξια – value, worth) – provides characteristics in terms of a certain system of values; 3. deontic (from Greek δέοντος – fitting, correct) – defines the connection which is affirmed in the judgment norms of morality, law, specific obligations; 4. epistemic (from Greek ἐπιστήμη – reliable knowledge) – expresses the degree of validity of the content of judgment.

Our major focus of attention lies on axiological or evaluative modality, which, however, is most often inseparable from other types of modality. It should be noted that the list of modal meanings is not limited to the four represented types of modalities. A great variety of language means used to express modal values allows speaking about a much larger number of modalities.

Axiological modality, according to the dictionary of A. Ivin and A. Nikiforovich, is described as “a characteristic of an object from the point of view of a certain system of values” [5, p. 147]. The axiological status of an object of evaluation is most often expressed in an evaluation statement with the help of certain evaluation notions (“good”, “bad”, “indifferent”). Comparative evaluative notions “better”, “worse”, “equal” can express a relative axiological evaluation. A. Ivin and A. Nikiforovich also note that the concept “good” and “bad” are mutually defined: an object is positively valuable when its absence is negatively valuable [5, p. 147].

In addition, there are evaluation classifications based on the distinction between subjective and objective factors. According to H. von Wright, depending on the type of objects and semantics of combinations with the word “good”, six “forms of good” are distinguished: 1. instrumental good (a good knife); 2. technical good (a good driver); 3. medical good (good eyes); 4. utilitarian good (good news); 5. hedonic good (a good smell); 6. human good (a good deed) [8].
Thus, the boundaries of the term “modality” have lost their certainty. Its interpretation in modern linguistics is very broad. The scope of this concept and its coverage of linguistic phenomena do not coincide in the concepts of different authors. The analysis shows that there is still no unambiguous opinion on the modality issue in modern linguistics. The versatility of this category allows scholars to describe it differently and conduct research in several directions. The diversity of evaluation classifications and, due to this diversity, attributing a large number of values to the axiology sphere, allows considering a sufficiently large layer of statements containing different types of evaluations.

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COGNITIVE APPROACH TO THE STUDY OF SEMANTIC MOTIVATION OF ENGLISH TERMS OF EXACT AND NATURAL SCIENCES

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At the beginning of the XXI century a cognitive approach in terminology was formed. From the point of view of the proponents of this approach, the term is considered as an information structure that accumulates special knowledge for the process of scientific communication and professional activity.

In general, no new language signs for the nomination of a special concept are created. The usage of the linguistic units for the transfer of term concepts by giving them a new, special meaning can be achieved through motivation. It is the maximum