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LINGUISTIC MECHANISMS OF IMPLICIT EVALUATION IN KAZAKH AND ENGLISH MEDIA DISCOURSE

Annotation. The article examines the linguistic mechanisms of implicit evaluation in Kazakh- and English-language media discourse. The aims of the research are to identify the linguistic mechanisms of implicit evaluation and the cultural factors determining their functioning, as well as to assess their role in influencing the recipient and shaping public perception. The research material includes 210 instances of evaluative expressions taken from 60 online news articles (in Kazakh and in English) that were published between 2024 and 2025. In the study the semantic, functional-pragmatic and comparative analyses were applied. The findings have shown that metaphors, phraseological units, euphemisms, irony and word contamination are the primary means of implicit evaluation in both Kazakh and English media discourses. According to analysis metaphors are the most frequent linguistic means to convey evaluative meaning. In Kazakh texts, they are mainly used to express a positive evaluative meaning, whereas in English they more often serve as means of social and political criticism. Kazakh media discourse demonstrates a stronger reliance on euphemisms and culturally bound idioms rooted in traditional norms of speech etiquette, while English discourse exhibits a higher degree of irony and creative word formation. Word contamination is the least productive strategy in both cases. However, it functions more actively in English media as a satirical attention-grabbing means. Thus, implicit evaluation reflects not only the author's cognitive stance but also the cultural value system of society, acting as an indicator of its ideological specificity.

Key words: evaluation, implicit evaluation, discourse, media discourse, evaluative means.

Introduction. Evaluation is determined not only by cognitive mechanism but also by social factors, since its content is shaped by the system of values and norms accepted in society. The nature of evaluation depends on worldview orientations, social interests, cultural trends and perception of a person [1, 198]. These factors not only shape but can also distort the evaluative system due to the variability of social norms and the symbolic significance of social phenomena. Human activity is goal-directed and connected to personal needs and interests. Therefore, evaluation is essential for decision-making and interacting with the world.

In this context, the role of media in developing linguistic communication is not limited to conveying information but also involves shaping public understanding of truth. In mass media, real life events should be presented together with their evaluation and the main task of the media author is to establish an active evaluative dialogue with society [2, 78]. Evaluation is a type of cognitive human activity, as it involves the expression of the speaker's personal attitude towards the object of the statement, thereby actualizing the evaluative act [3, 125]. The evaluative component of a statement reflects the outcome of cognitive processing, including such mental activities as perception, comprehension, interpretation, generalization and the drawing

of conclusions. In this regard, evaluation act functions as a mental act directed toward assessing the value or significance of an object within a given context [4, 135].

Evaluation can be expressed either explicitly or implicitly. While explicit evaluation relies on direct negative or positive language, implicit evaluation employs indirect methods of conveying and interpreting meaning. Our study focuses on implicit evaluation and the means of conveying it in Kazakh – and English- language media texts and to explore the cultural features underlying their expression. Such an approach allows us to uncover subtle, often hidden ways of communicating attitudes and judgments, revealing the social and cultural norms that shape evaluative practices. The aim of the study is to examine implicit evaluation and its linguistic mechanisms of realization in Kazakh and English media discourses.

Methodology and research methods. The study material consists of 210 examples of implicit evaluative expressions selected from articles published in Kazakh- and English-language online news outlets, including The Guardian, BBC, CNN, Egemen Qazaqstan, Zhas Alash, Ontustik Kazakhstan, and Ulusmedia.kz. The corpus covers publications issued between January 2024 and December 2025 and includes texts devoted to political, social, cultural, and economic issues. The selection of linguistic data was carried out using the method of continuous sampling, which ensured the representativeness and reliability of the research material.

To achieve the objectives of the study, a combination of semantic, descriptive, functional-pragmatic, and comparative methods was employed. Semantic analysis made it possible to identify the structure and components of evaluative meanings embedded in implicit expressions and to determine the mechanisms through which evaluation is conveyed indirectly. The descriptive method was used to classify the collected examples and systematize their linguistic features. Functional-pragmatic analysis revealed the communicative purposes of implicit evaluation, including its persuasive, manipulative, and interpretative functions in media discourse. Comparative analysis enabled the identification of similarities and differences in the use of implicit evaluative expressions in Kazakh- and English-language media texts, highlighting cross-linguistic and cross-cultural patterns in the representation of evaluation.

Discussion and observation. Implicit evaluation encompasses meanings that are not explicitly stated in a sentence but are inferred by the reader through context, presuppositions and the author's underlying evaluative stance [3, 126]. Among the various linguistic means of evaluation, metaphor plays a particular prominent role. J. Lakoff and M. Johnson, the founders of the cognitive approach, emphasized that the significance of metaphorical expressions lies not in its linguistic form, but in the underlying conceptual and cognitive structures that shape thought [5, 203]. Therefore, metaphors convey evaluation through imagery, associations, and cultural connotations, making them particularly effective for implicit evaluation and widely used in both Kazakh- and English-language media texts. Let us consider the following example in Kazakh, taken from the article «Ұлт рухын оятқан тұлға» published in “Egemen Kazakhstan”: “Ұлттық музейдің ғылыми кітапханасында отырған қатысушылар қос алыптың туған мекеніне барып, олардың өміріне, күрескерлік қияметіне қаныққандай болып, ұшан-теңіз әдеби мұрасының мұхитына кенелгендей қанағат сезімге бөленіп, әр детальды көз алдынан өткізе ықылас танытты” (The participants gathered in the scientific library of the National Museum felt as if they had visited the birthplace of the two great figures. They experienced a sense of fulfillment, as though they had immersed themselves in the vast ocean of their immense literary heritage, attentively visualizing every detail with genuine interest.) [6]. In this extract the evaluation is not expressed directly but conveyed implicitly through metaphors with a positive connotation: “қос алып” (“two great figures”) reflects admiration and respect for the prominent writers (A.Baitursynuly and M.Dulatuly). The pattern “әдеби мұрасының мұхитына кенелгендей”, where metaphor “мұхит” (“ocean”) is used, reinforces the perception of the vastness and significance of their literary heritage. Additionally, a metaphor with a negative connotation is employed here: “қиямет”, which originates from Arabic and means “afterlife,” “Judgment Day,” or “hellish torment.” In this metaphorical context, it illustrates

how painful and difficult the lives of A. Baitursynuly and M. Dulatuly were. This evaluative expression relies on contextual and culturally embedded metaphors, enabling the reader to access the author's attitude without explicit evaluative adjectives or direct value judgments but through implicit evaluation. The next examples of using metaphoric expression as a means of implicit evaluation is found in the BBC article: "Someone new joins, boom, **mask on**. You've got to figure them out... then **the real you comes out**" [7]. The article focuses on the hidden culture of misogyny, racism, violence and misconduct within the Charing Cross police unit. In this example, the metaphors "mask on" and "the real you comes out" are used figuratively. The "mask" symbolizes the officers' hidden beliefs, which have not disappeared but are concealed out of fear of condemnation or punishment. The metaphor conveys the idea of duplicity and the normalized concealment of a toxic culture. The author does not directly state that the police officers are pretending or hiding their views. However, by using the metaphor as an implicit evaluative means, the text conveys that sexism, racism, and violence remain normalized, even if they not openly expressed. Therefore, the metaphor "mask on" serves as an implicit evaluation, emphasizing that the problem has not been solved but pushed into the shadows, with the toxic culture continuing under a protective layer of pretense. Another example of a metaphor conveying implicit evaluation from the same article: "This evidence reveals that, far from being driven out of the Met, racist and misogynistic attitudes have been driven underground" [7]. The metaphor "driven underground" indicates that something undesirable has been forced into a hidden, illegal, or semi-official sphere. Literally, nothing has been "buried underground," but the image emphasizes the continued existence of the problem in a hidden, dangerous, and uncontrolled form, and the appearance of reforms rather than their real implementation. In this way, the metaphor conveys an implicit evaluation, highlighting that the toxic culture in the police force remains and continues to operate secretly.

The need for expressiveness and the conveyance of evaluative meaning leads to the extensive use of phraseological units in media discourse. According to our study, one of the most commonly used means of implicit evaluation both in Kazakh and English language media are phraseological units. For example: Таксилердің өздері де бұл адресі айтса, ат-тонын ала қашатын болған. (Even taxi drivers would run a mile at the very mention of that address.) [8]. In this example, implicit evaluation is conveyed through the use of phraseological expression such as "ат тонын ала қашу" (English equivalent is "run a mile") that literally means "to flee, taking one's horse and coat" and figuratively "to refuse outright", "to reject or avoid something categorically" [9, 654]. Thus, by using the phraseological unit, the author implicitly conveys a negative attitude toward the condition of one of the city streets. Without any explicit evaluative word, the reader interprets the criticism directed at its infrastructure and organization.

Another clear example of how a phraseological unit is used in English media discourse to convey implicit evaluation can be found in an article about the Russian oil tanker Boracay, which is suspected of having been used as a base for launching drones. The text includes the following sentence: "None, however, were shot down and while Denmark has pointed the finger at Russia its investigators have been able to say who is responsible" [10]. The expression "point the finger at someone" means to accuse or assign blame, often without solid evidence. It implies suspicion, the search for a culprit, and the possible prematurity of the accusation [11]. By using this expression instead of a direct statement like "Denmark accuses Russia," the author employs a more figurative form as "has pointed the finger at Russia". This choice adds emotional and evaluative nuance, emphasizes the lack of proven responsibility, and underscores the political aspect of the accusation. Thus, an implicit evaluation emerges, leading the reader to sense doubt and perceive the accusation as possibly premature.

Irony belongs to the spectrum of linguistic mechanisms for expressing implicit negative evaluative meaning [12, 99]. It represents a situationally implied meaning, even though frequently recurring stereotypical images can form the basis of conventional ironic expressions. Irony is considered an implicit way of verbalizing of evaluation [13, 4] due to its veiled nature. Irony is like direct satire, it can express detachment from its target, create a sense of distance

or differentiation and convey a dismissive or contemptuous stance. In "The Guardian" article extract, criticizing the US Tennis Association's request to broadcasters not to show protests or booing of Trump during the Us Open final: "The 11-word statement to the Guardian on Saturday night from a USTA spokesperson – "We regularly ask our broadcasters to refrain from showcasing off-court disruptions" – is so weak it could buckle under the weight of its own hypocrisy" [14]. Irony is used as a means of implicit evaluation. Here, "it could buckle under the weight of its own hypocrisy" highlights the contradiction between USTA's claimed neutrality and its attempt to censor public dissent. Rather than directly accusing the organization of censorship, the author uses ironic hyperbole to explore its inconsistency, guiding the reader towards distrust and disapproval without stating it explicitly.

Emerging from the culturally embedded belief in the magical power of words, the practice of taboos gives rise to euphemisms, which function as indirect substitutes for terms that cannot be expressed openly. These restrictions apply to sacred objects, natural phenomena, mythological beings, totem animals, ancestral protectors, fatal illnesses and spirits of the deceased. Especially, in Kazakh folk culture, references to death and disease are therefore commonly replaced with euphemistic expressions, which help uphold spiritual prohibitions rooted in the traditional worldview. Such beliefs, deeply rooted in traditional culture and in the linguistic consciousness of the people, continue to find reflection in modern Kazakh-language media. Even with a secular journalistic environment governed by professional standards, a persistent tendency toward verbal restraint remains noticeable. Let us consider the following examples from Kazakh media: (1) «Белгілі журналист, публицист Мақсат Ізімұлы 65 жасқа қараған шағында дүниеден өтті» ("Renowned journalist and publicist Maksot Izimuly has passed at the age of 65") [15] (2) "Көз жұмған күзетшінің әйелі экс-депутаттың ұлын өмір бойына соттауды сұрады" ("The widow of the guard who passed away wants the former MP's son jailed for life") [16]. In (1) and (2) examples, the authors use euphemisms to soften the impact of words such as «өлім» and «өлу» ("death", "to die"), replacing them with expressions such as «дүниеден өтті», «көз жұмған». These euphemistic substitutions help maintain a respectful and softened tone, in alignment with the traditional cultural perception of death and illness. However, in media discourse, euphemisms are used not only to avoid references rooted in cultural taboos or traditional restrictions, but also to soften expression related to sensitive social issues and prevent potential offense in references to disability, poverty and religious identity [17, 2]. Let us discuss the extract from the Kazakh media article were written that through the online platform Qurban. muftyat.kz, assistance was provided to over 136,000 needy families, reflecting the traditions of charity and unity in society: «Құрбан айт – бірлік пен бауырмалдықты арттыратын ұлық мейрам... былтыр 136 мыңнан астам мұқтаж отбасыға көмек көрсетілді» ("Kurban Ait is a sacred holiday that strengthens unity and solidarity... last year, assistance was provided to more than 136,000 families in need") [18]. Here, the expression "мұқтаж отбасы" ("family in need") functions as a softened alternative to more direct words such as "poor" or "destitute". The following extract is taken from "The Guardian" column "The guardian view on the Manchester synagogue attack: a tragic wake-up call for Britain". The article discusses the aftermath of the synagogue attack in Manchester, the threats of antisemitism and the need for solidarity with the Jewish community. The author describes the psychological state of British Jew and the social context of attacks on Jewish communities: "It's good that the system – operated by a Jewish charity, the Community Security Trust – worked. But it is a bleak kind of comfort to realise that Jews were right to reach the conclusion they came to long ago – that to live a Jewish life in Britain, to send a child to a Jewish school or simply to go and hear an evening talk on a Jewish theme, is best viewed as a high-risk activity requiring serious protection" [19]. The euphemism "a bleak kind of comfort" softens the tragedy while verbalizing an implicit evaluation. It highlights the paradoxical situation of British Jews, who must view everyday life as potentially dangerous. The phrase turns a direct statement of a fear into a veiled, emotionally nuanced expression that communicates anxiety and community tension, allowing readers to perceive the threat's seriousness while fostering empathy. These examples illustrates that euphemistic language in

media is not confined only to traditional spiritual or cultural prohibitions. Rather, it extends to the representation of vulnerable social groups and aims to promote inclusivity, respect, and linguistic sensitivity. Euphemisms serve to mitigate the harshness of direct naming, align media discourse with ethical and professional standards, and preserve the dignity of the individuals. This indicates that implicit evaluative strategies in the media are shaped not only by cultural heritage but also by contemporary sociopolitical norms and public expectations.

Word contamination is a linguistic phenomenon in which two or more words are combined into a single new word, while this word retains the meanings of all the original words, merging them into a unified semantic unit. According to our analysis it is also used as means of conveying implicit evaluation. Thus, in the extract “Біздің “қазақшасөйлеушілерге” қайдан жетсін” (“What do our “Kazakh-speaking folks” even stand a chance?”) [20], taken from the Ulysmedia.kz news portal article, the word “қазақшасөйлеушілер” functions as a contamination, combining қазақша (Kazakh) and сөйлеушілер (speakers). While superficially neutral, it conveys an implicit evaluation: the term subtly mocks or criticizes Kazakh-speaking individuals in the social media context. Part of this effect comes from the Russian-derived suffix -шник, which often carries sarcastic or slightly derogatory connotations, further reinforcing the implicit critique. This demonstrates how word contamination can serve as a means for the implicit evaluation, allowing the author to express a stance indirectly. One of the examples of contamination in English-language media discourse can be found in the article from “The Guardian”: “Three years on from Brexit, all UK voters are left with is a bitter taste of “Bregret” [21] is a journalistic analysis of the political, economic and social consequences of the United Kingdom’s withdrawal from the European Union. The author examines the growing public disappointment and regret over the decision to leave the EU. The contamination “Bregret” (from Brexit and regret) is used in the text as an implicit means of expressing negative evaluation through wordplay, it conveys the image of collective remorse and the realization of a national mistake without direct condemnation. Thus, the contaminations with the word Brexit in the article serve an evaluative and emotive function, allowing the author to convey criticism and public sentiment implicitly through linguistic creativity and cultural connotations.

Results. A total of 60 online media articles were analyzed: 30 articles in Kazakh and 30 in English. The analysis identified 210 cases of using implicit evaluation, including 112 instances found in Kazakh texts and 98 in English sources. Each case was classified according to the linguistic means through which implicit evaluation was conveyed: phraseological units, metaphors, irony, euphemisms and word contaminations. Although all these means served as implicit evaluative markers, their distribution and pragmatic purposes vary across the linguistic culture.

According to the results, metaphors were the most commonly used linguistic mechanisms of implicit evaluation, accounting 35% of the total number of identified cases (74 cases: 38 in Kazakh texts and 36 in English). Metaphor in both media discourses helps to give the texts a unique “flavour”, making them more memorable and engaging for the reader. They create an effect of involvement, stimulating interest in the content and enhancing emotional response. Moreover, such imagery allows for more subtle and precise transmission of the author’s stance, emotional experience and perception of reality. Kazakh discourse is characterized by elevating and heroic imagery (“қос алып”, “алаш арыстары”, “ұлт шамшырағы” etc.), whereas in English-language media texts, exposing metaphors revealing hidden social, political and economic problems were used more frequently (“mask on”, “driven underground”, “political earthquake”, “...two countries have entered a deep freeze” etc.).

Phraseological units ranked second with 27% (57 cases). The usage of euphemisms was slightly higher in the Kazakh texts (32 cases) compared to the English ones (25 cases). In the Kazakh media discourse phraseological units like “ат тонын ала қашу”, “қолы ашық” conveyed either negative or positive attitudes through culturally established connotations.

Irony (22%) turned to be a more frequent in the English-language mass-media (31 cases) and the most ideologically charged one. Irony allows authors to criticize without direct accusation. In Kazakh media discourse, such ironic distancing towards state institutions was used less often

(only 15 cases) than in English media text, which indicates acceptability for open sarcasm. Kazakh media discourse prefers criticism through hint or circumlocution rather than direct mockery.

Euphemisms accounted for 13% (27 cases) of all cases. The use of euphemisms as means of implicit evaluation was significantly higher in Kazakh media texts (20 cases), whereas in English texts, according to our study, euphemisms appeared only in 7 cases. The frequent use of euphemisms in Kazakh media discourse is largely determined by cultural and traditional values, particularly the tendency to avoid direct mention of topics such as death, childbirth, and illness (“жаман ауру”, “қатерлі дерт”, “жазылмас дерт”, “дүние салу”, “дүниеден өту”, “бақи болды”, “қайтпас сапарға аттанды”, “аяғы ауыр әйел”). In contrast, in English media discourse, euphemisms were mainly employed to soften socially or culturally sensitive issues rather than to observe taboos. This can be seen in expressions such as “families in need”, “to misuse official position for personal gain”, “a child without adult care”, “conflict” or “bleak kind of comfort”.

Among the means of conveying implicit evaluation in the analyzed media texts, word contamination was the least frequent, representing only 3% (6 cases: 5 in English and 7 in Kazakh). This difference is explained by the greater productivity of English word-formation models, as well as the higher degree of tolerance for irony and satire in the English discourse. Contaminations such as covidiot (COVID + idiot) or plandemic (planned + pandemic) were used in the pandemic related topics, while in the political sphere, formations marking negative evaluation of public figures became common: Trumptator (Trump + dictator) – to denote authoritarian behavior of the US president; Brexgreets (Brexit + regret) – appeared in English-language media to express regret over Brexit; Putler (Putin + Hitler) – a harsh pejorative contamination in the context of military aggression. It is noteworthy that word contaminations are particularly effective in headlines, where expressiveness is crucial. Such formations easily attract readers’ attention and create an element of emotional tension that encourages engagement with the article. In analyzed Kazakh media discourse, such agglutinative formations are practically absent; instead, evaluation is more often conveyed through traditional set lexical means or euphemisms. Thus, contamination in English-language media functions as a vivid marker of ironic or satirical attitude, whereas in the Kazakh-speaking space its role is replaced by phraseological units and more restrained periphrasis.

Conclusion. The study has shown that implicit evaluation is an essential component of media discourse, reflecting not only cognitive mechanisms of meaning construction but also the sociocultural characteristics, value systems, and communicative traditions of a particular society. The analysis of Kazakh- and English-language media texts demonstrates that implicit evaluative meanings are realized through a variety of linguistic devices that allow journalists to influence readers’ perceptions while maintaining an appearance of objectivity. Such means contribute to the persuasive potential of media discourse and play a significant role in shaping public opinion.

The findings reveal both universal and nationally specific characteristics in the expression of implicit evaluation. In both discourses, metaphor functions as the most productive means of conveying evaluative meanings. By relying on imagery, associations, and culturally embedded conceptual models, metaphors enable authors to communicate approval, criticism, or skepticism indirectly. However, the semantic orientation of metaphorical expressions differs across the two linguistic cultures. Kazakh media discourse tends to employ metaphors associated with national identity, collective values, heroism, and moral ideals, whereas English-language media more frequently uses metaphor to express political commentary, social criticism, and ideological positioning.

Phraseological units and euphemisms also play an important role in implicit evaluation. In Kazakh media, these devices are closely connected with traditional communicative norms, politeness strategies, and culturally established patterns of indirectness. They often serve to preserve social harmony and avoid overt criticism. In English-language discourse, euphemisms perform a more pragmatic function, mitigating potentially sensitive topics and reflecting contemporary values such as inclusiveness, political correctness, and tolerance. Irony, on the

other hand, appears considerably more frequently in English media texts, where it serves as an effective tool for criticism, satire, and the expression of distance from the object of evaluation. In Kazakh media discourse, critical evaluation is more often communicated through indirect or mitigated forms that are less confrontational in nature.

Word contamination proved to be the least frequent means of implicit evaluation in the analyzed corpus. Nevertheless, it demonstrates a high degree of expressiveness, creativity, and communicative impact, particularly in English-language media, where linguistic innovation and wordplay are commonly used to attract audience attention and convey evaluative meanings in a condensed form.

Overall, the results confirm that implicit evaluation is not merely a linguistic phenomenon but also a reflection of cultural traditions, collective experience, worldview, and social norms. The differences identified between Kazakh and English media discourse indicate that evaluative strategies are shaped by national communicative styles and culturally specific perceptions of social reality. At the same time, the presence of common evaluative mechanisms points to the universal nature of evaluation as a fundamental element of human communication.

The theoretical significance of the study lies in its contribution to research on media linguistics, pragmatics, discourse analysis, and intercultural communication. The findings expand current understanding of the linguistic mechanisms through which evaluation is encoded and interpreted in media texts. The practical significance of the research is associated with the possibility of applying its results in the fields of journalism, media literacy, translation studies, and language teaching, where awareness of implicit evaluative meanings is essential for the critical interpretation of media content. Future research may focus on a larger corpus of media texts, additional linguistic means of implicit evaluation, and comparative analyses involving other languages and cultural contexts.

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ҚАЗАҚ ЖӘНЕ АҒЫЛШЫН МЕДИАДИСКУРСТАРЫНДАҒЫ ИМПЛИЦИТТІ БАҒАЛАУЫШТЫҚ ТІЛДІК ҚҰРАЛДАРЫ

Аңдатпа. Мақалада қазақ және ағылшын медиа дискурстарындағы имплицитті бағалауыштық тілдік құралдары қарастырылады. Зерттеу жұмысының мақсаты – имплицитті бағалаудың тілдік құралдарын және олардың қызметін айқындайтын мәдени факторларды анықтау, сондай-ақ олардың адресатқа ықпал етуі және жалпы қоғамдық пікірді қалыптастырудағы рөлін анықтау. Зерттеуде 2024-2025 жылдары онлайн жаңалықтар порталында жарияланған қазақ және ағылшын тілдеріндегі мақалалардан іріктелген 210 имплицитті бағалауыштық тілдік бірліктер пайдаланылды. Зерттеу барысында семантикалық, функционалды-прагматикалық және салыстырмалы талдау әдістері қолданылды. Талдау нәтижесінде метафоралар, фразеологизмдер, эвфемизмдер, ирония және сөздік контаминациялар қазақ және ағылшын медиа дискурстарында имплицитті бағалаудың вербалдануының негізгі құралдары ретінде анықталды. Талдау көрсеткендей, метафоралар бағалауыштық мағынаны жеткізудің ең жиі қолданылатын тілдік құрал екені анықталды. Қазақ медиа мәтіндерінде олар көбіне позитивті бағалау құралы ретінде қолданылса, ал ағылшын тіліндегі мәтіндерде олар көп жағдайда әлеуметтік және саяси сынның құралы ретінде қызмет етеді. Қазақ медиа дискурсы сөйлеу әдепінің дәстүрлі нормаларына негізделген эвфемизмдер мен мәдени тұрғыдан таңбаланған фразеологизмдерге көбірек сүйенсе, ағылшын дискурсында ирония мен сөздік контаминация жиірек кездеседі. Сөз контаминациясы екі тілдегі медиа мәтіндерде де ең аз қолданылатын имплицитті бағалауыштық құрал болып табылады, дегенмен ағылшын медиа дискурсында ол сатиралық мақсатта күрделі проблемаларға назар аударту

құралы ретінде белсенді қолданылады. Осылайша, имплицитті бағалаудың тілдік құралдары тек мәтін авторының когнитивтік ұстанымын ғана емес, сонымен қатар қоғамның мәдени құндылықтар жүйесін де бейнелей отырып, оның идеологиялық ерекшелігінің көрсеткіші қызметін атқарады.

Түйін сөздер: бағалау, имплицитті бағалауыш, дискурс, медиа дискурс, бағалауыштық құраладар.

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ЛИНГВИСТИЧЕСКИЕ МЕХАНИЗМЫ ИМПЛИЦИТНОЙ ОЦЕНКИ В КАЗАХСКОМ И АНГЛИЙСКОМ МЕДИАДИСКУРСЕ

Аннотация. В статье рассматриваются имплицитные оценочные языковые средства в казахском и английском медиадискурсе. Цель исследования-выявить языковые средства имплицитной оценки и культурные факторы, определяющие их функционирование, а также определить их роль в воздействии на адресата и формировании общественного мнения. В качестве материала исследования использованы 210 примеров имплицитных оценочных языковых единиц, отобранных методом сплошной выборки из казахских и английских статей, опубликованных в период 2024-2025 годов на онлайн новостных порталах. В исследовании применялись семантический, функционально-прагматический и сравнительный методы анализа. Результаты анализа показали, что метафора, фразеологизмы, эвфемизмы, ирония и контаминация слов являются основными средствами вербализации имплицитно оценки в казахском и английском медиадискурсе. При этом метафоры чаще всего используются как языковые средства вербализации оценочного значения. В казахских текстах они преимущественно используются для выражения позитивной оценки, тогда как в английских текстах чаще выступают как средства социальной и политической критики. Казахский медиадискурс больше опирается на эвфемизмы и культурно обусловленные фразеологизмы, тогда как английский чаще использует иронию и словесные контаминации. Последние, хотя и наименеепродуктивны в обоих дискурсах, в английском медиадискурсе активно функционируют как сатирическое средство привлечения внимания. Таким образом, имплицитные оценочные языковые средства отражают не только когнитивную позицию автора текста, но и систему культурных ценностей общества, выступая показателем его идеологической специфики.

Ключевые слова: оценка, имплицитная оценка, дискурс, медиадискурс, оценочные средства.

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