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## THE ROLE OF DISCOURSE IN THE FORMATION OF LINGUISTIC PERSONALITY

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**Abstract:** *This article deals with questions about linguistic personality and the role of discourse in the formation of linguistic personas. Theories and concepts of such great linguists as Y. Karaulov and V. Vinogradov are presented.*

**Key words:** *linguistic personality, society, cognition, discourse, communication, behaviour, author, text.*

At the center of modern anthropocentric linguistics is the concept of "linguistic personality", that is, a person with the ability to perform speech acts. V.Vinogradov first introduced it into science. The scientist approached the concept of a linguistic personality by studying the language of fiction. The logic of the development of the concepts of "author's image" and "literary image", which occupied a central place in the scientific activity of V.Vinogradov, led the researcher to the problem of interdependence in the work of a linguistic personality. V.Vinogradov wrote the first descriptions of specific language formations. He created a model of a linguistic personality, in which a person was considered from the point of view of his "readiness to perform speech acts, create and perceive speech works." According to Y.Karaulov, a linguistic personality is a person who has the ability to create and perceive texts: "a) at the level of structural and linguistic complexity; b) depth and accuracy of reflection of reality; c) literary direction. The linguistic personality has three levels of structure. The first level is verbal-semantic and it reflects the level of proficiency in ordinary language. The second level is cognitive, at which the actualization and identification of relevant knowledge and ideas characteristic of society (linguistic personality), the creation of a collective and (or) individual cognitive space is carried out. This level includes a reflection of the language model of the human world, his thesaurus, culture, and the third - the highest level - pragmatic. It includes identifying and describing the motives and goals that drive the development of a linguistic personality. Consequently, encoding and decoding of information occurs at three levels of "personal communicative space" - verbal-semantic, cognitive and pragmatic interaction, three types - communicative, informational and influencing, as well as three aspects of the communicative process - communicative, interactive. and perceptual Level model reflects the generalized type of personality. There may be many specific linguistic individuals, differing in the importance of each level within the individual. Thus, a linguistic personality is a multi-layered and multi-component paradigm of speech

personalities. At the same time, a speaking person is a language person in a real communicative paradigm, in action. It is at the level of the speaker that both the national and cultural identity of a linguistic person and the national and cultural identity of communication are manifested.

The content of a linguistic personality includes the following components:

1) value, worldview component of the content of education, i.e. system of values or life meanings. Language provides an initial and deep understanding of the world, forms a linguistic picture of the world and a hierarchy of spiritual representations, which is the basis for the formation of a national character and is realized in the process of linguistic-dialogue communication;

2) cultural component, i.e. the degree of mastery of culture as an effective means of increasing interest in the language. Attraction of the facts of the studied language culture, related to the rules of speech and non-speech behavior, contributes to the formation of skills for adequate use and effective influence on a communication partner;

3) a personal component, that is, an individual, deep, that is, in each person.

Thus, the concept of "linguistic personality" is formed as a result of the projection of an interdisciplinary term related to the field of linguistics, in the meaning of which philosophical, sociological and psychological views are reflected in the totality of the physical and spiritual characteristics of the individual. First of all, a "linguistic personality" is understood as a person as a native speaker, a derivative of his ability to speak, that is, a set of psychophysical characteristics of a person that allows him to create and perceive speech works - in essence, a speech person. A linguistic personality is understood as a set of features of the speech behavior of a person using language as a means of communication - a communicative personality. And, finally, under the "linguistic personality" one can understand the type of "semantic identity", structured in terms of worldview, the main national and cultural prototype of a speaker of a certain language, mainly fixed in the lexical system, value priorities and behavior reflected in the dictionary can be called character reactions - "lexical-personal", "ethnosemantic".

The definition of the concept of "discourse" causes significant difficulties due to the fact that it has turned out to be in demand within a number of scientific disciplines, such as linguistics, anthropology, literary criticism, ethnography, sociology, sociolinguistics, philosophy, psycholinguistics and cognitive psychology. And it is quite natural that the ambiguity of the term "discourse" and its use in various fields of humanitarian knowledge give rise to different approaches to the interpretation of the meaning and essence of this concept. Nevertheless, it can be said that, thanks to the efforts of scientists from various fields, discourse theory is currently taking shape as an independent interdisciplinary field, reflecting the general trend towards integration in the development of modern science.

In modern linguistics, there are several approaches to the definition of discourse.

1. Communicative (functional) approach: discourse as verbal communication (speech, use, functioning of the language), either as a dialogue, or as a conversation, that is, a type of dialogical statement, or as a speech from the position of the speaker, as opposed to a narrative that does not take into account such a position. Within the framework of the communicative approach, the term "discourse" is interpreted as "a certain sign structure, which is made discourse by its subject, object, place, time, circumstances of creation (production)".

2. Structural-syntactic approach: discourse as a text fragment, that is, education above the sentence level (superphrasal unity, complex syntactic whole, paragraph). Discourse is understood as two or more sentences that are in a semantic relationship with each other, while connectivity is considered as one of the main features of discourse.

3. Structural and stylistic approach: discourse as a non-textual organization of colloquial speech, characterized by fuzzy division into parts, dominance of associative links, spontaneity, situationality, high contextuality, and stylistic specificity.

4. Socio-pragmatic approach: discourse as a text immersed in a situation of communication, in life, either as a social or ideologically limited type of statements, or as a "language in a language", but presented as a special social entity that has its own texts.

This classification allows us to understand that the nature of discourse is threefold: one side of it is turned to pragmatics, to typical situations of communication, the other to the processes taking place in the minds of the participants in communication, and to the characteristics of their consciousness, the third to the text itself.

The selected approaches are somewhat contradictory. The concept of "discourse" is comprehended in close connection with the concepts of speech and text. Discourse as a communicative phenomenon is an intermediate link between speech as verbal communication, as an activity, on the one hand, and a specific text recorded in the course of communication, on the other. In a simpler opposition, discourse should be understood as a cognitive process associated with real speech production, with knowledge of a speech work, and text as the end result of the process of speech activity, resulting in a certain finished form. Such opposition of real speaking to its result leads to the realization that a text can be interpreted as a discourse only when it is actually perceived and enters the current consciousness of the individual who perceives it. G. Vidousen made an attempt to differentiate the concepts of "text" and "discourse" by including the category "situation" in this pair. Thus, discourse is considered by him as "text" + "situation". The concept of "discourse" was introduced as a result of the urgent need in science to take into account not only the characteristics of the "text as such", based on its internal specifics, but also the text as a "message" addressed to someone and expressing some needs of the addressee and the author.

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