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## **ESSENTIAL CHARACTERISTICS OF THE LINGUISTIC IDENTITY OF THE GRADUATE FROM SPECIALIZED SCHOOL**

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Essential Characteristics of the Linguistic Identity of the Graduate from Specialized School

The article reveals the essentials of the linguistic personality of a student of specialized school. According to the results of the scientific researches in linguistics and linguodidactics and own analysis, the author determines the following characteristics of the linguistic personality of the graduate from specialized school: ability to respond to linguistic and communicative social inquiries and challenges, responsibility for personal linguistic act; social and cognitive-pragmatic motives and needs induced to speech activities are formed; the key and subject competences, level of which corresponds to the requirements of the current program in the Ukrainian language are stated; the system of values, the desire for self-perfection, self-development and self-education are developed; high level of linguistic consciousness, linguistic ability and taste, word sense are formed; ability to identify itself as a conscious representative of the nation, linguistic persistence and conscious speech behavior, ability to respond reasonably to verbal aggressiveness are defined. The author notes that responsibility for students' speech activities is connected with a conscious and purposeful linguistic means of influencing the addressee in order to convince him/her of the correctness of his/her own statements, keeping in a difficult situation, defending his/her own views. The author links the ability to respond reasonably to verbal (speech) aggression with communicative-strategic activities. The author claims that teaching students to withstand verbal aggressiveness is possible only through a set of exercises that involves mastering communicative strategies and speech tactics, assimilating genre features of discussion, polemics, disputes, refusals, objections, and disagreements.

*Key words:* linguistic personality, depiction of linguistic personality, linguistic persistence, verbal aggressiveness, language tolerance.

The needs of the present society, the rapid development of scientific technologies and high demand in the labor market led to changes in the current Ukrainian language program for senior class. Accordingly, "characteristics of the

specialized education of the Ukrainian language assume intensive linguistic and intellectual development of high school students, their creative thinking, imagination, linguistic sense and language taste, positive language behavior, linguistic communicative skills, development of skills for independent learning, speech improvement, which have a significant impact on the quality of mastering other school subjects, determining achievements in the future career choice and promoting social adaptation" [17, p. 1]. At the same time, the problem of the formation of linguistic personality hasn't been losing its relevance for a long time, which is primarily due to the change in the scientific focus of the object of depiction on its subject - a person who acts as a carrier of speech messages" [4, p. 25].

It is hard to disagree with the view of scientists on the complexity and multidimensionality of problem and formation of the linguistic personality, because it permeates all aspects of the study of language and human, while breaking the boundaries between sociolinguistics and psycholinguistics, social psychology and ethnic consciousness [3, p. 2; 10, p. 3]. Consequently, the development of the problem of linguistic personality is examined in numerous scientific studies of Ukrainian and foreign scholars: in linguistics – studies of F. Batsevich, I. Golubovskaya, A. Zagnitka, S. Yermolenko, Y. Karaulova, L. Matsko, O. Selivanova, L. Struganets, and others; in linguistics – studies of A. Bogush, N. Golub, O. Goroshkina, L. Mamchur, A. Nikitina, L. Ovsiyenko, M. Pentilyuk, A. Semenog, T. Symonenko, and others.

**The purpose** of the article is to highlight, analyze and disclose the essential characteristics of linguistic personality of the specialized school graduate.

The model of linguistic personality and its characteristics are described in the scientific works. Thus, V. Balanyuk, by picking out the qualities and characteristics of the LP, claims that "linguistic personality is, in fact, a person, exposed to the influence of the learned language on personality traits and socio-cultural effectiveness as a subject of public relations". Among characteristics distinguished by the scientists are the following: linguistic openness and accessibility - the focus on communication and desire to convey ideas and values to other social groups; social-

activity orientation, connected with intensity of transformation processes ensuring the necessary dynamics of personality changes; adaptive-accumulative characteristics as a linguistic model for adapting to conditions of a transformed society; socio-cultural cognitive motivation associated with the desire to "decode" the world and form individual linguistic model; mental individualization of the world as a person-language stimulation of cognition and formation of style of thinking that corresponds to the specifics of the inner world of linguistic personality; cultural-representative aspect that defines linguistic personality stand for affirmation of its ethnonational and cultural-group affiliation and expression in a different style of speech in various social spheres (politics, ethics, etc.); aesthetic-linguistic personality as a holistic manifestation of existence in the world and establishment of personal aesthetic world [1].

L. Matsko distinguishes the following essential components of linguistic personality: linguistic communicative social requests, motivational needs and high competence; profound language knowledge, linguistic stability and mobility; awareness of the linguistic Ukrainian personalities; national cultural correspondence of linguistic personality; knowledge of concepts and linguistic signs of national culture; linguistic ability; linguistic sensation, linguistic taste; conscious aesthetic language behavior. This structure reflects an academic definition of the linguistic personality: "a generalized image of the carrier of linguistic consciousness, national language picture of the world, language knowledge, language skills and abilities, linguistic culture and taste, linguistic traditions and linguistic mode" [9, p. 27]. In our opinion, it's crucial to formulate, based on the components of the linguistic personality distinguished by L. Matsko, the following characteristics of linguistic personality of the specialized school graduate: the ability to respond to linguistic and communicative social inquiries and challenges; responsibility for individual linguistic act; social and cognitive-pragmatic motives and needs that are induced to speech activity are formed; key and subject competence, the level of which corresponds to the requirements of the current program in the Ukrainian language; system of values; the desire for self-perfection, self-development and self-education; high level of

linguistic consciousness, language ability and linguistic ability, linguistic sensation and linguistic taste are developed; the ability to identify themselves as a conscious representative of the nation; linguistic stability and conscious speech behavior; the ability to respond reasonably to verbal aggressiveness. We will expand the content of individual characteristics and highlight the related concepts.

The current social situation requires an individual to respond reasonably to the communication challenges of society, associated with the advocacy of the official language role as the core of the nation, a factor that is national and native-preserving. The social request for the Ukrainian language is increasing, especially for the Ukrainian-speaking citizen, for whom the language is not only a means of communication, but also a sign of success, expertise, demand, and expression of national identity. Consequently, it is important to create a comfortable linguistic environment for the formation of a linguistic personality, a lingual landscape, where the student "absorbs" not only the perfect, polished speech linguistic forms but also crippled errors and defects. We agree with S. Sokolova that "the people's attitude to the language landscape of the city forms their linguistic behavior, enrolling them in a certain type of linguistic behavior" [14, p. 413].

We share the scientific view of S. Yermolenko that not only educational and other establishments form a linguistic personality: most of the information is received by students outside the educational establishments. It is obvious that the most influences on the formation of linguistic personality have modern means of mass communication. We agree with the philologist that "it is so important that these tools were used to promote the Ukrainian classics, the Ukrainian theater so that samples of the elitist Ukrainian literary language would be part of the consciousness of the listener. This principle is most effective in the linguistic behavior of a teacher, a university professor an officer in the army, the head of an institution, who cares about the formation of the linguistic environment and the education of the Ukrainian linguistic personality" [6, p. 5].

With the ability to respond to linguistic communicative social queries and challenges, we feel responsible for our own speech activity. In our opinion, it relates

primarily to a conscious and purposeful choice of linguistic means for influencing the addressee in order to convince himself of the correctness of his own statements, maintaining in a difficult situation, advocating his or her views. Without going into the discussion, following Y. Romanenko, we consider communicative strategies as a "dynamic, variable cognitive-speech program for the implementation of all types of speech activity at the stages of orientation, planning, and correction of speech behavior through the implementation of an electoral system in order to effectively achieve its goals" [11, p. 10]. We agree with the scholar that "Communicative-strategic activity of students has a metaphysical and meta-communicative model, since all actions and operations pass the stage of verbalized conscious speech, and only then they must be included into the internal plan. How the learner is aware of his speech practice, needs and goals depend on his ability to choose an individual way to solve communication problems" [11].

We associate the ability to respond adequately to verbal (speech) aggressiveness with communicative-strategic activity. Scientists explain such factors as the use of non-standard vocabulary by the mass media, the crisis of modern linguistic culture, the democratization of linguistic culture, the degradation of the quality of printed matter, the education of children in a dysfunctional family and school environment [2, p. 51]. Teaching students to withstand verbal aggressiveness is possible only by applying a set of exercises that involves mastering communicative strategies and speech tactics, assimilating genre features of discussion, polemics and disputes, refusals, objections, disagreements, etc., which involve the expression of contradictory thoughts and allegations, disagreement with the position of the addressee.

Describing the linguistic personality, scientists draw attention to linguistic consciousness as one of the signs of mature linguistic personality, which "has an active, interested, responsible attitude to language" [15]. Scientists, teachers, linguists prove that high linguistic consciousness provides resistance to linguistic culture and nihilism, professes the cult of the native language, thus acting as a guarantee of linguistic stability. According to P. Selighey, cultivating high linguistic

consciousness means developing a person's commitment to language, identifying personal responsibility for the need to take care of all kinds of activities. It means to educate a speaker, who: 1) not only knows the norms well, but also strictly adheres to them; 2) speaks correctly not because someone demands, but because he can not otherwise; 3) consciously strives for linguistic self-improvement; 4) has a concept about both linguistic rights and linguistic duties; 5) confesses the value of the language, turned into a firm conviction and predetermined all his linguistic behavior [12, p. 179].

It is "high linguistic consciousness and overall development of personality – intelligence, education, moral stability" [7]. Currently, the notion of linguistic consciousness is associated with the choice of language of communication. Therefore, the formation of linguistic consciousness among students from the 10th – 11th grades becomes one of the priorities on the lessons of the Ukrainian language, since today's students are language-conscious. In the future, conscious citizens, for whom "psychological barriers in the choice of the language of communication retreat are superseded by the desire to maintain devotion to the native language. A common use of the Ukrainian language indicates the vital credo of the individual, and its linguistic stability becomes an example for imitation. A person with a high linguistic consciousness tends to create a favorable linguistic environment around him, therefore, encouraging its surrounding to a certain linguistic behavior, establishing the values of the language, nourishing and protecting its identity and purity" [7, p. 2].

A conscious linguistic personality is motivated in a conscious choice of language - "we choose what we love, but we love what we know well, in what we are looking for a new content, and aesthetic, understandable form, because, as Lesya Ukrainka wrote: It is hard to believe that bad clothes / could wear a kind idea (Lesya Ukrainka). In addition, the linguistic consciousness of our contemporary differentiates the language that corresponds to the literary standard, and the language in which there is a deviation from the literary norm" [5, p. 125].

In the context of the study, the emerging individual linguistic consciousness is, according to scientists, mainly influenced by linguistic knowledge, world outlook, and personal experience. We consider the conclusion made by P. Seligya that "individual linguistic consciousness is determined by the extent to which language skills and speech phenomena have developed, whether the ideal image of the speaker (author) was formed or how carefully she or he adheres to literary norms, how she responds to others' mistakes, how he or she assesses and corrects linguistic behavior, how he or she behaves in situations of two-way multilingualism, what are the motivation and orientation of linguistic activity "[13]. Consequently, it is expedient to speak of language tolerance, which stands not for indifferent violation of linguistic norms, not tolerance of ignoring the linguistic question, not the indulgence of those who ignore the daily usage of official language, but considering the basic principles of "coexistence and development of harmonious relationships between different groups of society, namely: the culture of polemics, the culture of dialogue, respect for opposite position, the rejection of aggression and hostility" [16, c. 43].

Therefore, due to linguistic tolerance, we can avoid verbal aggressiveness, make communication productive, non-conflict. Consequently, the main task for educational establishments and society is to take care of the language ecosystem, motivating young people to develop a model of "their own linguistic perfection". L. Matsko rightly observes that "this need should be developed. The formation of language education, linguistic culture and linguistic behavior is crucial in the complex features of creative personality of the intellectual elite" [9, p. 141].

One of the components of such a model, in our opinion, should be the development of personality abilities, which "underlie the formation of language skills (knowledge, definition of language units), speech (mastering speech concepts, the acquisition of linguistic units in speech practice), communicative (mastering ways and means of achieving communicative intentions), rhetorical (mastering methods and means of convincing, influential speech), discursive (mastering strategies and tactics of interactive communication, creating messages)" [10].

Consequently, the important characteristics of language personality of the graduate of specialized school are the ability to respond to language-communicative public queries and challenges; responsibility for their own linguistic act; formed social and cognitive-pragmatic motives and needs that become an impulse to speech activity; developed key and subject competence, the level of which meets the requirements of the current program in the Ukrainian language; developed system of values; the desire for self-perfection, self-development and self-education; high level of linguistic consciousness, developed language ability and linguistic ability, linguistic sensation and linguistic taste; the ability to identify themselves as a conscious representative of the nation; developed linguistic stability and conscious speech behavior; the ability to respond reasonably to verbal aggressiveness.

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Груба Т. Л.

Сутнісні характеристики мовної особистості випускника профільної школи

У статті розкрито окремі аспекти характеристики мовної особистості учня профільної школи. За результатами аналізу наукових розвідок зі лінгвістики та лінгводидактики та власного дослідження автор визначає такі характеристики, властиві мовній особистості випускника профільної школи: здатність реагувати на мовнокомунікативні суспільні запити й виклики; відповідальність за власний мовленнєвий вчинок; сформовані соціальні й когнітивно-прагматичні мотиви та потреби, що спонукають до мовленнєвої діяльності; сформовані ключові та предметна компетентності, рівень яких відповідає вимогам чинної програми з української мови; розвинена система цінностей; прагнення до самовдосконалення, саморозвитку й самоосвіти; високий рівень мовної свідомості, розвинені мовна здатність і мовна здібність, мовне чуття й мовний смак; здатність ідентифікувати себе свідомим представником нації; мовна стійкість й усвідомлена мовленнєва поведінка; уміння адекватно реагувати на вербальну агресію. Автор акцентує увагу на тому, що відповідальність за власний мовленнєвий вчинок пов'язана зі свідомим і цілеспрямованим вибором мовних засобів для впливу на адресата з метою переконання в правильності власних тверджень, підтримання у складній ситуації, обстоювання свого погляду тощо. Із комунікативно-стратегічною діяльністю автор пов'язує вміння адекватно реагувати на вербальну (мовну, мовленнєву) агресію. Зауважує, що навчити учнів протистояти вербальній агресії можна лише шляхом застосування комплексу вправ, що передбачатиме опанування комунікативних стратегій і мовленнєвих тактик, засвоєння жанрових особливостей дискусії, полеміки й диспуту, відмови, заперечення, незгоди.

*Ключові слова:* мовна особистість, характеристика мовної особистості, мовна стійкість, вербальна агресія, мовна толерантність.

Грубая Т. Л.

Сущностные характеристики языковой личности выпускника профильной школы

В статье раскрыты сущностные характеристики языковой личности ученика профильной школы. По результатам анализа научных исследований по лингвистике и лингводидактике и собственного исследования автор определяет такие характеристики, присущие языковой личности выпускника профильной школы: способность реагировать на языковокоммуникативные общественные запросы и вызовы; ответственность за свой речевой поступок; сформированы социальные и когнитивно-прагматические мотивы и потребности, побуждающие к речевой деятельности; сформированы ключевые и предметная компетентности, уровень которых соответствует требованиям действующей программы по украинскому языку; развитая система ценностей; стремление к самосовершенствованию, саморазвитию и самообразованию; высокий уровень языкового сознания, развитые языковая способность и языковая возможность, языковое чутье и языковой вкус; способность идентифицировать себя

сознательным представителем нации, языковая устойчивость и осознанное речевое поведение; умение адекватно реагировать на вербальную агрессию. Автор акцентирует внимание на том, что ответственность за собственный речевой поступок связана с сознательным и целенаправленным выбором языковых средств для воздействия на адресата с целью убеждения в правильности собственных утверждений, поддержание в сложной ситуации, отстаивание своей точки зрения и тому подобное. С коммуникативно-стратегической деятельностью автор связывает умение адекватно реагировать на вербальную (языковую, речевую) агрессию. Отмечает, что научить учащихся противостоять вербальной агрессии можно только путем применения комплекса упражнений, предусматривающий освоение коммуникативных стратегий и речевых тактик, усвоение жанровых особенностей дискуссии, полемики и диспута, отказа, отрицания, несогласия.

*Ключевые слова:* языковая личность, характеристика языковой личности, языковая устойчивость, вербальная агрессия, языковая толерантность.

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