

CO-STUDY OF LANGUAGE AND CULTURE IN THE FORMATION OF SECONDARY LINGUISTIC PERSONALITY

Karina Djumabaeva,
2nd year MA student

Abstract: In modern society, with the expanding framework of communication with representatives of the near and far abroad, special attention is paid to the study of not only the language, but also the development of the ability to perceive the common and the different between the native culture, the culture of the target language. Regardless of territorial affiliation, each nation possesses unique customs and traditions that must be considered as aspects of the unique culture of a particular nation. The language of communication becomes the language of culture.

Keywords: second language, intercultural competence, communication, culture.

In modern science "linguistic personality" is seen as a phenomenon integrating results of interdisciplinary linguistic research. The term was first introduced by V.V. Vinogradov who determined the means of description of author's and character's linguistic personality on the material of fiction literature [1, p 205].

The term "linguistic personality" he also understood as a set of features of the verbal behavior of a person using a language as a means of communication – communicative personality. Finally, "linguistic personality" was understood as a base national cultural prototype of a speaker fixed in a lexical system and compiled on the basis of worldviews, values, priorities, and behavioral responses, reflected in a dictionary - ethno-semantic, dictionary personality [2, p.72]. The concept of "linguistic personality" is based on the notion of an individual as a subject of relations and conscious activity, determined by the given system of social relations, and culture. Personality is both a product and a subject of history and culture, its creator and creation. A person becomes a creator of culture due to his/her ability to be a subject of activity, creating and improving new environment. Intellectual characteristics are seen as the most important as intelligence manifests itself most intensively in a language.

Consequently, the result of any language education should be formed primary linguistic personality, and the result of foreign languages education -

secondary linguistic personality as an indicator of a person's ability to participate fully in cross-cultural communication. The concept of "secondary linguistic personality" is put forward as a central category in modern lingual didactics. Linguodidactical interpretation of the concept was proposed by Khaleeva who considers the formation of secondary linguistic personality as one of the main goals of learning a foreign language. Khaleeva believes that the description of the model of secondary linguistic personality must take into account the processes occurring in an individual in the course of mastering a non-native language. In her opinion, the result of mastering a language is acquiring by linguistic personality the features of secondary linguistic personality, able to get into the essence of a studied language and culture of the people - subjects of intercultural communication [3, 1989]

Implementing different approaches to language education, scientists transform the concept of secondary linguistic personality, adding to it different qualities and characteristics: personality realizing herself/himself as a cultural and historical subject, with planetary thinking (development of socio-cultural approach to learning a language); interpreter with secondary socialization, prepared for cross-cultural communication through formation of minimum of cultural knowledge appropriate to specific cultural norms of foreign society (study of the problem of formation of intercultural competence), personality, able to carry out cross-cultural communication (development of linguistic cultural approach in teaching foreign languages). On the whole, secondary linguistic personality is defined as a person's ability to communicate in an intercultural level. This ability is a result of mastering of verbal and semantic code of a studied language, i.e. "language view of the world" of native speakers (formation of secondary language consciousness) and "global (conceptual) view of the world" [4, p 68].

The secondary linguistic personality is characterized by the ability to create and perceive foreign-language texts that differ by the degree of structural-

linguistic complexity, depth and accuracy of reality's reflection, and certain target areas.

The concept of "multicultural personality" is differently interpreted by scientists. Interest to the problem of multicultural personality, inter-ethnic communication, formation of personality and her/his adaptation in the multicultural and multiethnic educational environment showed many researchers.

The concept of "multicultural linguistic personality" is the result of rethinking the category of "secondary linguistic personality". Artificial division of personality into secondary and tertiary, suggesting transition from one way of thinking to another, is contrary to psychological characteristics of a human being. One should speak of "formation of multicultural personality by means of native and studied languages, a distinctive feature of which is self-determination in the spectrum of cultures of modern multicultural societies" [5, p.166].

It can be stated that multicultural linguistic personality in the process of learning a foreign language is extension of qualities of linguistic personality in the frames of a native language and development of qualities of secondary linguistic personality in the frames of a foreign language.

Reference:

1. Anikin D.V. A study of the language personality of the compiler of The Tale of Bygone Years. – Barnaul, 2004.–p. 205.
2. Vorkachev S.G. Linguoculturology, linguistic personality, concept: the formation of an anthropocentric paradigm in language // Philological Sciences. - 2001. - No. 1. - P.64-72.
3. Khaleeva I.I. Fundamentals of the theory of teaching the understanding of foreign speech (translator training). - Moscow, 1989.
4. Galskova N.D. Theory of teaching foreign languages: linguodidactics and methodology. - Moscow, 2004. - 336 p.
5. Sysoev P.V. The concept of linguistic multicultural education (on the material of cultural studies in the USA). - Moscow, 2003. - 401 p.