

# FORMATION OF THE LINGUISTIC PERSONALITY OF A FOREIGN STUDENT WITHIN THE CONTEXT OF INTERLINGUAL COMMUNICATION

**Chernovol Olha,**  
teacher

Zaporizhzhia State Medical University

Zaporizhzhia, Ukraine

[chernovololga86@gmail.com](mailto:chernovololga86@gmail.com)

**Annotation:** the article deals with the theoretical and methodical bases of preparation of foreign students for interlingual communication. The essence of the concept of "linguistic personality" is described. The peculiarities of formation of the linguistic personality of a foreign student within the context of interlingual communication are theoretically substantiated.

**Keywords:** linguistic personality, interlingual communication, communicative competence, interlingual environment, formation.

The purpose of the article is to theoretically substantiate the peculiarities of formation of the linguistic personality of a foreign student within the context of interlingual communication.

Modern education is understood as the sphere of determining the personal meaning of life and place in society for each individual, which requires special attention to the formation and development of the linguistic personality. Priority in this connection is given to the personal approach to teaching and educational work in a higher educational institution.

As stated in the National Doctrine for the Development of Education [4] and the State National Program "Education. Ukraine of the 21st Century" [2], the tasks concerning updating of education, search for new pedagogical technologies, methods and forms, creation of conditions for creative self-expression, as well for personal development and creative self-realization of the student are currently being updated.

The Constitution of Ukraine [3], the Law of Ukraine "On Education" [3], the National Doctrine for the Development of Education of Ukraine in the 21st Century [4] identify the main directions of higher education development in Ukraine, emphasize the social role of the creator of new values - a creative personality with a high level of spirituality and general culture.

In reference literature, a personality is defined as a "person" - in a broad sense, - a concrete, integral human individuality in the unity of its natural social qualities; in the narrow, philosophical sense - the individual as a subject of social activity, the properties of which are determined by specific historical conditions of life of society [1, p. 243]. However, the concept of "personality" should be distinguished from the concept of "individuality" because the term "individual" refers to a single representative of the human race, and therefore the concept of "personality" means a set of special features that distinguish one individual from others.

Personality is thus a carrier and an exponent of a worldview which presents a person as a unique individuality.

In pedagogy, "personality is a certain combination of mental characteristics: directedness (needs, interests, worldview, beliefs, etc.), temperament and character traits, abilities, features of mental processes (feeling, perception, memory, attention)".

Personality, as we can see, is the object of research of educators and psychologists. And as a subject of education it manifests its mental qualities in the process of interaction with other personalities, which characterizes its social side as the dominant position in the structure of personality (worldview, needs, interests, ideals, etc.). Therefore, the education of the personality depends on the environment in which it is being formed, a set of pedagogical actions and influences that foster its formation and development.

In the "Psychology Glossary of the most modern terms" personality is defined as a phenomenon of social development, a specific living person possessing consciousness and self-consciousness, a self-regulating dynamic

functional system of constantly interacting features, relationships and actions formed in the process of human ontogenesis. Personality, on the one hand, is an individual as a subject of social relations and conscious activity, and on the other hand, is an individual formed in social activity and communication, which makes it a linguistic personality.

A human exists in the language, expresses himself or herself in the language, establishes contacts with other people through speech and communication. The success of speech and communication, its effectiveness depends on the personality, on the level of development of one's speaking skills, on the culture of his or her speech and of those with whom he or she communicates. For this purpose, every person, every individual must be a linguistic personality. This concept reflects the essence of the concept of "personality", but highlights such its aspect as the ability to think and communicate in the mother tongue or another language.

Personality is related to the language. Therefore, without language there is no personality, just as language cannot exist outside it. Language is a kind of guide to the world on the way to one's self. A personality can know and understand itself and the world, and accordingly can realize itself only through language, through the ability to communicate and develop communicating skills, to learn a huge number of linguistic signs.

In psychology, on the basis of analysis of the initial concepts, L. V. Zasekina regards the linguistic personality as "a set of cognitive, emotional and motivational features that provide linguistic competence of a person as a carrier of a certain national and cultural space" [3, p. 83].

The basis of communicative competence of foreign students is the speech competence. According to the programs of study of the Ukrainian language for foreign students in higher educational establishments, it includes the following speech (communicative) skills:

- ability to build simple coherent verbal statements on familiar or personal topics (speaking comprehension);
- ability to understand your interlocutor or the main content of radio and

television programs by hearing at the level of simple authentic texts (listening comprehension);

- ability to read and understand simple authentic texts of different genres and types with different levels of understanding;
- ability to capture and transmit elementary information of various nature in written form.

The linguistic personality as the most important component of personality as a whole is a generalized image of the carrier of consciousness, the national linguistic picture of the world, linguistic knowledge, skills, linguistic culture and culture of communication. At the same time, it is necessary to realize that language is a universal means not only of communication, but also of the whole existence of a nation with all the features characterizing its value and sense, which ensures a comprehensive process of education of the linguistic personality.

The problem of the correlation of language and speech (the antinomy  $\acute{\epsilon}\nu\epsilon\rho\gamma\epsilon\iota\alpha \leftrightarrow \acute{\epsilon}\rho\gamma\omicron\nu$ ) has motivated some researchers to comprehend the phenomenon of linguistic personality against the background of differential features of “langue” and “parole”, which led to distinguishing the concept of linguistic personality as an object of study of linguistics and speech act theory.

In European linguistics of the 19th century. the problem of linguistic personality arose when considering the social nature of language, the correlation of language and speech, the language of the individual and the collective.

With regard to the study of linguistic personality, it should be noted that there are two concepts present in modern linguistics: of the linguistic personality and the communicative personality.

Scientist I. Khaleeva states that when teaching some linguistic image of the world to the carrier of another socio-cultural community image, it is impossible to achieve absolute congruence of two "pictures of the world" with different languages in educational conditions, so it is necessary to develop the traits and abilities of a secondary linguistic personality in the students.

In view of the above, linguistic personality is a contradictory phenomenon that varies between stability and variability, is capable of being exposed to external influences and is ready for transformation at any level of its organization. The proportion of supertemporal (stable) and temporal parameters creates a fullness of each level.

Supertemporal forms of zero level include persistent nationwide verbal semantic associations. The invariant model of the picture of the world reflects persistent ideas of humanity about the sense of being, which is an integral part of the first, linguistic cognitive level.

The highest level contains persistent communicative needs and willingness to meet those needs. Variable phenomena are also graded at each level, depending on how they are distributed to an individual, a small speech group or a social community. However, it should be noted that invariant, supertemporal elements have a reflection of national color in the structure of levels of linguistic personality.

Summarizing these views on the structure of linguistic personality, one can consider the set of linguistic knowledge and linguistic strategies as the basic level of formation of linguistic personality which is not yet about individuality. Accumulation of concepts, ideas, conceptions into a systematic picture of the world allows one to speak about linguistic personality proper. The outward manifestation of such a personality will be the realization in a speech activity with a certain level of competence.

Thus, within the concept of "linguistic personality" such a personality is considered that is found in a linguistic space, provided with linguistic ability, realizes itself in communication, is able to communicate in various registers in order to fulfil its communicative purposes while possessing a certain level of communicative competence.

The teaching of Ukrainian as a foreign language takes place in parallel and should be aimed at formation of a secondary linguistic personality, within which there is a question of understanding reality from the point of view of another

culture, namely a new picture of the world. The linguistic personality is at the heart of the educational process of preparing foreign students for interlingual communication.

It can be concluded that formation of the personality occurs in the communicative space of the linguistic environment, with the personality-oriented, competence-based, systemic and problematic approaches to teaching taken into account.

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