

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIIHQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2022 Issue: 06 Volume: 110

Published: 06.06.2022 <http://T-Science.org>

Issue

Article



**Gulnoza Tokhir qizi Zakhidova**

Samarkand State Institute of Foreign Languages

2nd year master degree student

Uzbekistan

## THE CONCEPT OF LINGUISTIC PERSONALITY IN LINGUISTICS

**Abstract:** In this article, the author examines the factors of the formation of a secondary linguistic personality. The article also discusses different approaches to teaching a foreign language.

**Key words:** intercultural communication, English, learning, language personality.

**Language:** English

**Citation:** Zakhidova, G. T. (2022). The concept of linguistic personality in linguistics. *ISJ Theoretical & Applied Science*, 06 (110), 113-116.

**Soi:** <http://s-o-i.org/1.1/TAS-06-110-15> **Doi:**  <https://dx.doi.org/10.15863/TAS.2022.06.110.15>

**Scopus ASCC:** 1203.

### Introduction

Intercultural communication is the process of jointly developing a single, most likely new for all participants in the act of communication, the meaning of all actions performed and perceived and their motives. Only such communication can contribute to the "birth of community" of participants, understood as a specific community of cultural mediators, characterized by a unique perception of reality through the double or triple prism of several cultures at the same time.

The term "intercultural communication" is most often used in several other variations. These variations are referred to as "intercultural communication" or "cross-cultural communication". These terms mean interaction and communication of representatives of different cultures.

Intercultural communication is studied at the so-called interdisciplinary level and finds its place in linguistics, psychology, ethnology, anthropology, sociology, cultural studies, etc.

First of all, intercultural communication is a process that causes a close connection of the cultural accessories of the interlocutors, people who interact, communicate with each other.

This term should not be confused or identified with the term interethnic communication, because we know that about 130 nationalities live in Uzbekistan, and all of us, citizens of Uzbekistan, are united by the Uzbek language. For us, the Uzbek language is a language of communication through which we can

interact and contact representatives of different ethnic groups.

An example of intercultural communication we can call the communication of a Spaniard and a Japanese. Spaniards are more relaxed in temperament and mentality than the Japanese, and what is acceptable for a Spanish citizen will not be perceived by a representative of Japanese culture. In order to avoid conflicts and disagreements on this ground, it is necessary to take into account such subtleties.

The object of research in this article is the process of interaction, intercultural communication.

The subject is the methodology of teaching a foreign language.

The purpose of the study: based on the study of literature on the topic to identify an acceptable approach to intercultural communication.

The goal determined the solution of the following tasks:

- to study the concept of intercultural communication
- identify approaches to teaching intercultural communication
- consider the issue of secondary linguistic identity

Methodologists distinguish three approaches to teaching this subject:

- linguistic;
- conditional-communicative;
- communicative.

## Impact Factor:

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIIHQ (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

Comparing two scientific paradigms, system-structural and anthropological, we can say that the focus of attention of researchers of the word, as an object of cognition in the system-structural paradigm, in the anthropocentric paradigm is transferred to the subject of cognition, it is considered in a dichotomy: "man in language" and "language in man". The emergence of the term "linguistic personality" is connected with the anthropological paradigm. The concept of "linguistic personality" in anthropolinguistics is extremely important, since this concept is a tool that creates varieties of language. If the creation of a language is still considered a question that does not have an unambiguous answer (this is evidenced by the presence of many theories and hypotheses about the origin of language), then the varieties of language, its social and territorial variants are created by people, in other words, by linguistic personalities.

The first appeal to the linguistic personality is associated with the name of the German scientist I. Weisgerber. In his understanding of the language, he emphasized collectivism. In his opinion, language is the most universal cultural asset; no one speaks a language only because of his own linguistic personality, but, on the contrary, a person owns it because he belongs to a certain linguistic community.

In the middle of the twentieth century, the attention of scientists was focused on the study of the philosophical aspects of the "linguistic personality", namely, on highlighting the general and particular, the image of the author-creator of the work, the narrator and the image of the character. The term itself was used generically and did not represent an independent object of study.

The units of the second level are activity-communicative needs. It includes the interests, goals, motives, attitudes and intentions of the individual. At this level, there is a transition from the analysis of the speech act of the individual to the comprehension of reality. This is the highest structural stage in the typology of the linguistic personality, the most susceptible to individualization.

The concept of a three-level structure of a linguistic personality correlates in a certain way with three types of communicative needs - contact-establishing, informational and influencing, as well as with three sides of the communication process - communicative, interactive and perceptual.

The level model of a linguistic personality reflects a generalized personality type. There can be many specific linguistic personalities in a given culture, they differ in variations of the significance of each level in the composition of the personality. Thus, a linguistic personality is a multi-layered and multicomponent paradigm of speech personalities. At the same time, a speech personality is a linguistic personality in the paradigm of real communication, in activity. It is at the level of the speech personality that

both the national cultural specificity of the linguistic personality and the national cultural specificity of communication itself are manifested.

The following components are usually included in the content of the linguistic personality:

1) value, worldview, component of the content of education, i.e. a system of values or life meanings. Language provides an initial and in-depth view of the world, forms the linguistic image of the world and the hierarchy of spiritual ideas that underlie the formation of national character and are realized in the process of linguistic dialogue communication;

2) the cultural component, i.e. the level of mastering culture as an effective means of increasing interest in the language. The involvement of the facts of the culture of the language being studied, related to the rules of speech and non-speech behavior, contributes to the formation of skills of adequate use and effective influence on the communication partner;

3) the personal component, i.e. the individual, deep that is in every person.

The term "linguistic personality" today refers to "a set of distinctive personality qualities that are found in her communicative behavior and provide a person with a communicative individuality."

The parameters of the linguistic personality are just beginning to be developed. It is characterized by a certain stock of words having one or another rank of frequency of use, which fill abstract syntactic models. If the models are typical enough for a representative of a given language group, then the lexicon and manner of speaking may indicate his belonging to a certain society, indicate the level of education, type of character, indicate gender and age, etc. The language repertoire of such a person, whose activity is associated with the performance of a dozen social roles, should be assimilated taking into account the speech etiquette adopted in society. So, the linguistic personality is a social phenomenon, but it also has an individual aspect. The individual in a linguistic personality is formed through an internal attitude to language, through the formation of personal linguistic meanings; but it should not be forgotten that a linguistic personality influences the formation of linguistic traditions. Each linguistic personality is formed on the basis of the appropriation by a particular person of all the linguistic wealth created by his predecessors. The language of a particular person consists to a greater extent of a common language and to a lesser extent of individual linguistic features. Each linguistic personality has its own individual thinking, which becomes a component of social thinking, and social thinking, in turn, becomes a component of national thinking.

The linguistic approach is based on the juxtaposition of the concepts of "language" and "speech". The approach assumes a consistent and separate assimilation of the material, the "breakdown" of the material into a system and systematized

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIIHQ (Russia) = 3.939  
ESJI (KZ) = 8.771  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

exercises that should develop students' ability to speak the language being studied.

The conditional-communicative approach is focused on the formation of skills and abilities of speech activity, i.e. skills and abilities of constructing a speech utterance or a chain of utterances.

The communicative approach in teaching foreign languages involves teaching the language directly in the function of communication. The communicative approach focuses on the interaction of participants in the communication process.

In our opinion, the most favorable approach for the implementation of the goals and objectives of intercultural learning is a communicative approach based on the following criteria:

- the communicative approach is focused on creating conditions of the educational process that meet the requirements of the real language environment (in monologue and dialogic speech);

- a communicative approach focused on the personality of the student is able to create a motivational background;

- the communicative approach helps in developing the necessary skills for mastering a foreign language.

The formation of a secondary linguistic personality is a key indicator of the assimilation of language education in the field of a foreign language. What do we mean by the phrase "linguistic personality"? It is, first of all, a system, a coherent component of language skills, skills, abilities aimed at the implementation of speech actions. Speech activity, in turn, is divided into the following types: speaking, listening, writing and reading.

A foreign language teacher should understand that in order to form a full-fledged linguistic personality, it is necessary to form not only an idea

about the language, but also about national culture, psychology and character. In other words, he should not only teach, for example, English, but at the same time develop a tolerant attitude towards representatives of another culture among students, teach him country studies through the prism of the taught English language.

All of the above components must be reflected and implemented in every English lesson, and this is required by the new standards of the State Educational Standard.

For the competent formation of a secondary language personality by the teacher, various games on situations should be applied directly in the learning process, that is, the creation of an artificial environment for the implementation of the teacher's plans. The teacher can organize festivals, days of cultures in Uzbekistan, where children prepare, read and get acquainted with the culture of the language being studied and hold events timed to this day. If there are opportunities, you can give students a chance to organize a branch of the local history museum.

Students must necessarily familiarize themselves with the oral folk art of the language being studied. These are phraseological units, stable expressions, proverbs, sayings, etc. After all, they are the ones who demonstrate the culture of the people, its identity, and history in the most vivid figurative form.

In conclusion, we would like to say that choosing the right and acceptable approach to teaching a foreign language from an early age, from the lower grades increases the chances of accelerated mastery of a foreign language and significantly facilitates the work of the teacher himself. Living conditions and the new digital era dictate their own rules, where proficiency in elementary English, an international language, is no longer a matter of pride and luxury, but a necessity.

## References:

1. Azarova, L. E. (2013a). *Specifika jazykovej lichnosti v komunikativnom procese obshhenija*. V: *Uchenye zapiski Tavricheskogo nacional'nogo universiteta im. V. I. Vernadskogo*, 26, pp. 336-342.
2. Azarova, L. E. (2013b). *Specifika jazykovej lichnosti novogo tipa*. B: *Materialy Mezhdunarodnoj konferencii «Russkij jazyk v jazykovom i kul'turnom prostranstve Evropy i mira: chelovek, soznanie, kommunikacija, internet»* (c. 173-177).
3. Bogin, G. I. (1986). *Model' jazykovej lichnosti v ee otnoshenii k raznovidnostjam tekstov: Avtoref. dis. ... dokt. filol. nauk.* (p.86). Kalinin: KGU.
4. Vinogradov, V. V. (1980). *Izbrannye trudy. O jazyke hudozhestvennoj prozy*. Moskva: Nauka.
5. Ermolenko, S. (2001). *Ukrains'ka mova. Korotkij tlumachnij slovník lingvistichnih terminiv*. Kii'v: Libid'.
6. Karasik, V. I. (2009). *Jazykovej krug: lichnost', koncepty, diskurs*. Volgograd: Peremena.
7. Karaulov, Jy. N. (1989). *Predislovie. Russkaja jazykovaja lichnost' i zadachi ee izuchenija*. B: *Jazyk i lichnost'*. Moskva: Nauka.
8. Karaulov, Jy. N. (2002). *Russkij jazyk i jazykovaja lichnost'*. Moskva: URSS.

**Impact Factor:**

**ISRA (India) = 6.317**  
**ISI (Dubai, UAE) = 1.582**  
**GIF (Australia) = 0.564**  
**JIF = 1.500**

**SIS (USA) = 0.912**  
**PIHII (Russia) = 3.939**  
**ESJI (KZ) = 8.771**  
**SJIF (Morocco) = 7.184**

**ICV (Poland) = 6.630**  
**PIF (India) = 1.940**  
**IBI (India) = 4.260**  
**OAJI (USA) = 0.350**

---

9. Kochetkova, T. V. (1996). *Problema izuchenija jazykovej lichnosti nositelja jelitarnoj rechevoj kul'tury*. B: Sbornik statej (c. 15-20). Saratov.
10. Mihalevich, O. V. (2011). Problema izuchenija jazykovej lichnosti v lingvistike: istoricheskij aspekt. *Vestnik KRAUNC. Serija «Gumanitarnye nauki»*, 1(17), pp. 145-151.
11. Ol'shanskij, I. G. (2004). Jazyk i jazykovaja lichnost' v uslovijah sovremennogo social'nogo konteksta. *RGSU. Uchenye zapiski*, 1, pp. 79-80.
12. Potebnja, A. A. (1993). *Mysl' i jazyk*. Kiev: SINTO.
13. Selivanova, O. (2016). *Suchasna lingvistika: terminologichna enciklopedija*. Poltava: Dovkillja-K.
14. Seligej, P. O. (2012). *Movna svidomist': struktura, tipologija, viovannja*. Kiiv: Vid. dim „Kievo-Mogiljans'ka akademija”.
15. Tihonova, D. V. (2016). Ponjatje «jazykovaja lichnost'»: istorija vozniknovenija, znachenie, tipologija. *Prioritetnye napravlenija razvitija nauki i obrazovanija: materialy X Mezhdunar. nauch.-prakt. konf.*, 3(10), pp. 112-116.
16. Coj, A. S. (2008). Antropocentricheskaja leksikografija. *Russkij jazyk za rubezhom*, 1, pp. 43-48.