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## **LINGUISTIC PERSONALITY DEVELOPMENT THROUGH DISCOURSE**

*The main objective in foreign language teaching is the formation and development of a linguistic personality. The linguistic personality is built in the mother tongue as well but the mechanism of acquisition of a different non-native lingua-cultural code does not coincide with the native language adoption. In a foreign language teaching the structure of a linguistic personality, the principles of the cognitive reflection of the outer world and the cognitive style of a learner should be taken into account.*

The cognitive paradigm is one of the most effective in scientific investigation at present. The development of cognitive linguistics, cognitive psychology, neurolinguistics clearly shows that knowledge as a category appears from the scientific description of the three main concepts: “Universe”, “Man”, and “Man and Universe”. A natural mediator between the concepts is the language. Due to language existence the experience of people may be transferred from one generation to another, may be translated from one lingua-cultural code into another. Language appears to be able to reflect and register all the possible relations between the three main concepts.

The pivotal figure in language acquisition is the linguistic personality. The general structure of a linguistic personality is said to include three main levels: verbal-semantic, lingua-cognitive and motivating. The verbal-semantic level of the linguistic personality is characterized by direct nomination. In mother-tongue acquisition it the period of the first three years of life of a child when knowledge is acquired through direct contact with the environment. It is also clearly seen in inability of the children under three to understand humour, paradoxes, play of words, allegory and the like figures of speech. The same level in a foreign language acquisition comes much later, at school, when children are six or seven years old. In their native language, they are already on the second level of linguistic personality development, that is that they have worked out the metaphoric mechanism of thinking, the possibility of indirect nomination. At this period, the linguistic personality formation by means of a non-native language follows the way of natural language acquisition. The

selection of lexical units, syntactic structures is made according to the principle of direct correspondence: house – дом, the sun – солнце, to work – работать, to read – читать and so on.

The most difficult stage for linguistic personality development by means of a foreign language is the lingua-cognitive, or thesaurus level. It is here the difference between cognitive principles of the outer world representation by language means is revealed. Thus, the native concept “дом” falls into two related concepts “house” and “home”, “работа” into “work” and “job”. These examples show that it is just an illusion that all the languages reflect the objective reality in the same way. In fact, they reveal the cognitive principles underlying the process of categorization, showing what is important for one culture and irrelevant for another one. The lingua-cognitive level of a linguistic personality is characterized by personal experience; it is selective in its essence. At this level of development, a person is able to make generalizations, conclusions. It is here that the lingua-cultural code of a non-native conceptualization of the world is presented. For instance, in the British culture the idea of wide publicity is rendered in two ways: famous and notorious. The first lexeme shows the positive attitude of the society while the second – the negative. The connotation of lexical units becomes a very important factor in linguistic personality development. With its help, the principle of equivalence in interpretation and translation from one language into another is taught. Thus, the popular phrase “глубокие знания” in Russian corresponds to the English expression “profound knowledge”. It happens because of a different principle of world categorization: “deep” describes physical objects while “profound” mental and abstract ones. Another aspect that should be taken into account by teachers is holes in patterns. Many accidental gaps have no corresponding lexicalized concept: *успевать, зато, разве* are Russian words, which are translated into English contextually. Another group of lexical gaps does not correspond to each other in verbal expression: *Good Friday – Страстная Пятница, Indian summer – бабье лето*. Still another group of holes present lexical units, that sound more or less identical in some languages, but have different meanings: *интеллигентный (обладающий большой внутренней культурой и высокими нравственными ценностями)* in Russian / *intelligent (having high intelligence, clever, mentally acute)* in English; *рутина*

(следование заведенному шаблону, превратившееся в механическую привычку, застой, косность) / routine (a prescribed, detailed course of action to be followed regularly; a standard procedure).

The success of lingua-cognitive development of the linguistic personality depends not only on a teacher but also on the type of a cognitive style of a learner. Cognitive styles are mechanisms or means of individual world perception and categorization. A cognitive style includes intellectual style, direction of thinking and gnostic style. Thus, a learner with a creative intellectual style operates successfully with abstract models, is able to generalize, and is always interested in underlying principles of functioning. Learners with monarch direction of thinking concentrate on the most effective means of solving the problem, but ignores all other possible ways of problem solution. Their point of view is the only possible; the problem at their solving is the most important. Extrovert sensate learner has tight sensor ties to the outer world, concentrates on details, is very suspicious to everything that cannot be seen, touched, smelt, tasted, and heard. The individual characteristics of learners may help a teacher to organize the educational process so that the learning itself becomes interesting, developing and successful. The unity of language material, cultural commentary, and knowledge of cognitive styles of learners makes possible for a teacher to create and develop the lingua-cognitive level of the linguistic personality without considerable difficulties.

The third level of linguistic personality development is known as motivating. It is connected with functional and pragmatic needs of a speaker. The most significant units of the level are spheres of communication, conditions of language functioning, status indicating factors. The linguistic personality is developed through discourse at the stage in question. Discourse is nowadays understood as the combination of speech activities influenced and predicted by pragmatics. The foreign language teaching should be based on the principle of register organization of the vocabulary. There are distinct differences in oral and written speech, especially in English. The semantic relations of equivalence may serve as a good example of functional registers: parent – father – dad, proceed – continue – go on. Clear distinctions between official, neutral and colloquial registers help the foreign language learners use lexical items adequately. One more discursive characteristic is social differentiation of the

vocabulary. Professional jargons, slang or dialectal words and expressions give information on norms and usage of language means. On the other hand, types of discourses – academic, religious, political, legal – teach the learners to derive and deduce information. The word “love” in various discourses may mean a feeling, a preference, score, etc.; “sentence” in linguistic and in legal discourse will have different meanings. Discourse and language make up a continuum that falls into situations of communication, which demand a corresponding register, careful selection of vocabulary and grammar as well as time-and-space relationship realized within an utterance.

The linguistic personality creation is said to be accomplished when a learner of a foreign language has adopted the two lingua-cultural codes through acquisition of the conceptual and language maps functioning as a basis for the production, existence and analysis of the discourse.

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### **ОСОБЛИВОСТІ ПЕРЕКЛАДУ НЕОЛОГІЗМІВ СФЕРИ ІНФОРМАЦІЙНИХ ТЕХНОЛОГІЙ**

*The abstract focuses on consideration of the features of translating the English neologisms in the computer technologies sphere. Peculiarities of various ways of English neologisms translation have been also distinguished.*

Утворення нових слів у будь-якій мові є результатом боротьби двох тенденцій: тенденції розвитку мови та тенденції її збереження. Це зумовлено тим, що мова має досить сильну тенденцію зберігатися у стані комунікативної придатності. Однак для того, щоб більш адекватно відтворити й закріпити нові ідеї та поняття, лексика і мова взагалі змушені перебудовуватися, диференціюватися, породжувати нові одиниці. До того ж поява нових слів не завжди викликана прямими потребами суспільства в новому позначенні. Найчастіше неологізм – це результат нових асоціацій або результат усунення омонімії, тобто при створенні неологізму найчастіше діють лише внутрішньомовні стимули.