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ОСНОВНЫЕ ПОДХОДЫ К ИЗУЧЕНИЮ ФЕНОМЕНА ЯЗЫКОВОЙ ЛИЧНОСТИ

Аннотация: *стремительное развитие антропоцентрического подхода в языкознании обусловило пристальное внимание ученых к определению языковой личности. Человек, его манера говорить и вести себя в различных ситуациях стали объектом исследования различных разделов лингвистики. Цель статьи – анализ основных подходов к изучению языковой личности, существующих в современной интегрированной лингвистике, их характерные особенности. В работе также рассмотрены модель языковой личности, ее понимание в широком и узком смысле.*

Ключевые слова: *лингвистика, антропоцентризм, языковая личность, модель языковой личности, лингвокультурология, лингводидактика.*

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THE MAIN APPROACHES TO STUDYING THE PHENOMENON OF A LINGUISTIC PERSONA

Abstract: *the flourishing of the anthropocentric approach in linguistics has led to scientists' close attention to the definition of a linguistic persona. Man, his speaking and behaving manners in various situations have become the study object in vari-*

ous branches of linguistics. The purpose of the article is to analyze the main ap-proaches to the study of the linguistic persona that exist in modern integrated linguistics, their characteristic features. The work also discusses the model of a linguistic persona, its understanding generally and properly.

Keywords*: linguistics, anthropocentrism, linguistic persona, linguistic persona model, cultural linguistics, linguodidactics.*

The phenomenon of a linguistic persona is one of the central in modern linguistics. It acquires a categorical status in science. Since the 1990s. the concept of «linguistic persona»»... becomes a pivotal system-forming philological concept. Most researchers now assess it as integrative, which served as the beginning of a new stage in the development of linguistics – anthropolinguistics» [14, p. 15]. The widespread use of the new term is associated by scientists with its synthesizing nature, reflecting the interdisciplinarity in modern human research, the integration of the humanities, and within linguistics – the integration of its various areas in the study of the phenomenon under consideration [1–3; 5; 6].

Yu. N. Karaulov conceptually presented a linguistic persona in his works: «By linguistic persona I mean a set of human abilities and characteristics that determine the creation and perception of speech works (texts), which differ in a) the degree of structural and linguistic complexity, b) the depth and accurate reality reflection, c) a certain target orientation» [8, p. 3]. The literature analysis on the theory of linguistic persona allows us to single out from the variety of approaches to its consideration, based on general principles, several especially important and most frequently used [8; 9; 15].

The purpose of the work is to analyze the main approaches developed in modern integrated linguistics to the study of the linguistic persona. We propose to distinguish between different approaches, which cover many interpretations: linguocultural and linguodidactic.

For cultural linguistics, the emphasis on a collective cultural-historical image is characteristic; on a persona existing in the cultural space and reflected in the language; to a national-cultural prototype of a native speaker. In this regard, the research subject is the synthetic image of a linguistic persona, formed by many incarnations of different individuals in the language. Therefore, cultural linguistics pays its attention to the relationship «language – culture – ethnos», setting a task for a researcher – to study the material and spiritual culture embodied in a modern national language and manifested in linguistic processes [10–13]. This approach allowed linguists to distinguish a subtype of a linguistic persona – a historical linguistic persona, the research method of which is based on a linguistic analysis of text materials created by one person (different people) and materials from dictionaries. Such a reconstruction of the linguistic persona of a certain era, in our opinion, is somewhat one-sided, although workathon in nature. After all, the compilation of a language passport or a linguistic persona sketch of a particular era by highlighting its idiostistic features in its analysis relies on texts that are always limited in genre, ideological-thematically, stylistically, and these restrictions inevitably affect the image of the restored linguistic persona [4; 7]. The lexicographic way of reconstructing the latter is limited by the need to use a statistical method, which is always relative for holistic modeling of a natural language, although it is advanced for applied linguistics. Thus, in the linguocultural aspect language, culture and ethnos are inextricably linked and form the persona focus – the place of conjugation of its physical, spiritual and social self.

With the linguodidactic approach, the focus is on the individual as a set of speech abilities, which allows us to consider the linguistic persona as a set of hypostases in which the individual is embodied in the language. Such a study of the linguistic persona is carried out mainly in synchronicity, therefore, researchers in this aspect are characterized by attention to the relation between linguistic norm and speech embodiment. The material analogue for the study of speech ability is, according to Yu. N. Karaulov's definition, the language associative-verbal network, which is expressed in the associative thesaurus. Actually, the linguodidactic aspect in the definition of a

linguistic persona is the basis of this concept in the theory of Yu.N. Karaulov, who wrote that a linguistic persona is understood as «a set of human abilities and characteristics that determine the creation and reproduction of speech works that differ a) in the degree of structural and linguistic complexity, b) the depth and accuracy of the reality reflection, c) a certain target orientation» [8, p. 3].

In linguodidactics the main aspects in the study of a linguistic persona are value (axiological), cognitive and behavioral, with the obligatory reliance on sociolinguistic principles [9, p. 22]. The linguodidactic aspect in the analysis of the linguistic persona seems to be advanced for influencing the social linguistic culture through the development of a person linguistic individuality, because «linguistic individuality distinguishes a person as a persona, and the brighter this persona is, the fullier it reflects the linguistic qualities of society» [16, p. 98].

Summing up the proposed retrospections of the linguistic persona study in modern linguistic aspects, we note that it will be meaningless to determine which of the proposed description models is correct, they are all equivalent ways of understanding a person in the language space, each with its own advantages and disadvantages. But in the study of the multifaceted phenomenon of a linguistic persona, an integrated approach to its analysis is required, taking into account qualification characteristics: linguistic, linguocultural, linguodidactic, since each of them correlates with the levels of a linguistic persona proposed by Yu.N. Karaulov (lexicon, semanticon, pragmaticon)... Accordingly, a person appears as an apprentice who must master linguistic resources to describe himself. A clear definition in the type of such a category (sociolinguistic, communicative, cognitive, etc.) is advanced for anthropologically oriented linguistics.

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