LINGUISTIC PERSONALITY AND IT'S LEVELS IN LINGUISTICS

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Abstract: *In this article there given information about linguistic personality and it's usage in linguistics. Karaulov's approach to distinguish the levels of language proficiency. Three levels of that approach are given in this article.*

Key words: linguistic personality, Karaulov's approach, the levels of language proficiency, structural-linguistic, lingo-cognitive approach

Аннотация: *В статье дается информация о языковой личности и ее использовании в лингвистике. Карауловский подход к выделению уровней владения языком. В статье приводятся три уровня этого подхода.*

Ключевые слова: *linguistic personality, Karaulov's approach, the levels of language proficiency, structural-linguistic, lingo-cognitive approach.*

A linguistic personality is any native speaker of a language characterized on the basis of the analysis of texts produced by him/her from the point of view of the use in these texts of the systemic means of this language to reflect his/her vision of the surrounding reality and to achieve certain goals in this world. Also the name of a comprehensive way of describing an individual's linguistic ability, combining a systematic representation of language with the functional analysis of texts.

The term first appeared in the German linguist J.L.Weisgerber 's 1927 book Native Language and Spirit Formation. In his understanding of language he emphasized collectivism. In his opinion, language is the most universal cultural asset; no one owns a language only because of his or her own linguistic personality, but, on the contrary, a person owns it because he or she belongs to a certain linguistic community. In national science, the term was first used by V.B. Vinogradov in his work "On Fiction Prose" (1930). He analyzed literary works from the point of view of both the reader and the author. In this case, he considered the study of the author's position to be the domain of the researcher only, who as if becomes in the place of the author and the main category of such analysis becomes the image of the author, alienated from the structure of the work, which is included in the context of his work as a whole, style, school, method, etc. The reader puts himself in the place of the heroes of the work, empathizes with them and perceives them as real people. From this he concludes that the author's image

is a research category, and the artistic image is a reader's one. The scientist himself, however, studied both of these categories.

Nevertheless, despite the fact that scientists used the term, they did not give it a scientific definition. It happened only in the 1980s in the works of G. I. Bogin and Y. N. Karaulov. It was they who dealt closely with the term.

In psychology and in everyday life, when talking about personality, we emphasize the cognitive aspects of a person, i.e. his/her emotional characteristics and will, rather than intellectual abilities. However, in the case of linguistic personality, the situation is the opposite. However, it is not possible to make reasonable conclusions about the intellectual properties of a person at all levels of language proficiency, in connection with which Y. N. Karaulov distinguished three levels of language proficiency.

The zero level (structural-linguistic, semantic) is the level of ordinary language semantics: "how to pass", "good weather", etc. This level of language is null for a personality and is rather insubstantial, as it usually does not allow to show individuality (sometimes it is possible to state non-standard verbal associations, but this does not give a full idea of more complex levels of linguistic personality). However, this level is a necessary prerequisite for its formation and functioning. It is usually considered only if it is a second language for a person.

The first level (lingo-cognitive) is to identify and establish the hierarchy of meanings and values in a person's world picture. It is important to note that there cannot be a single worldview, even within the framework of one language. A complete, consistent worldview is possible only within the framework of establishing a hierarchy of meanings and values for an individual. However, a personal worldview is formed not in a vacuum, but on the basis of national-cultural traditions, values, ideologies, which make it possible to create a generally significant dominant, invariant part. Thus, the first level of the study of a linguistic personality, based on the totality of texts of unusual content generated by her, implies the isolation and analysis of the variable, variant part in her picture of the world, which is unique for this personality. This can be achieved only if the researcher knows the basic, invariant part of the worldview, which is unified and common for the whole epoch, although, of course, such a division into stable and variable parts of the worldview is very conditional.

The second level is to identify and characterize the motives and goals that drive the development of the linguistic personality, its behavior, the creation of its texts and the actual formation of the hierarchy of meanings and worldview as a whole.

The levels of linguistic personality are related to each other, but there is no direct correlation; a detailed and unbiased analysis at each level is necessary for objective conclusions. B.L.Kraev considers the combination "linguistic personality" terminologically unsuccessful, corresponding to the stage of "general uncertainty" of the research process. The term is also criticized by V.A.Chudinov, who considers the term a speech redundancy, because, in his opinion, personality cannot be "language-less", since it is formed precisely in the process of socialization, which cannot occur without language acquisition.

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