

Міністерство освіти і науки України
Київський національний лінгвістичний університет
Черкаський національний університет імені Б. Хмельницького

МОВНА ОСОБИСТІТЬ: ЛІНГВІСТИКА І ЛІНГВОДИДАКТИКА

Випуск V

Київ – Черкаси – 2020

УДК811.161.2
ББК81.411.1

Мовна особистість: лінгвістика і лінгводидактика [Текст] / МОН України, Київський національний університет імені Богдана Хмельницького. – Київ-Черкаси : вид-во ФОРМІОН, 2020. – 402 с.

ISBN 978-966-493-740-2

У збірнику представлено статті за матеріалами доповідей V Міжнародної науково-практичної конференції «Проблеми мовної особистості: лінгвістика і лінгводидактика», яка відбулась 26 – 27 листопада 2020 року у Черкаському національному університеті імені Богдана Хмельницького. До збірника увійшли наукові публікації з проблем мовознавства, літературознавства та методики викладання мови. Статті орієнтовані на широке коло читачів, яких цікавлять проблеми мовної комунікації, мовної свідомості і мовного впливу, формування мовної особистості.

Для широкого кола філологів – науковців, викладачів і науково обдарованої молоді.

Наукова редакція:

В.П. Мусієнко, доктор філологічних наук, професор (головний редактор);
Т.В. Клеофастова, доктор філологічних наук, професор;
Т.В. Радзівська, доктор філологічних наук, професор;
О.В. Палатовська, доктор філологічних наук, доцент;
М.П. Василенко, кандидат педагогічних наук, доцент
Л.В. Корновенко, кандидат філологічних наук, доцент;
О.І. Кретьова, кандидат філологічних наук, доцент;
Л.М. Кулешова, кандидат філологічних наук, доцент;
Л.О. Папіс, кандидат філологічних наук, доцент;
Г.М. Потапова, кандидат філологічних наук, доцент.

Відповідальні за випуск: *Л.В. Корновенко, М.П. Василенко*

Рецензенти:

Шитик Л.В., доктор філологічних наук, професор
Шульгіна В.І., доктор філологічних наук, професор

Рекомендовано до друку вченою радою Черкаського національного університету імені Богдана Хмельницького (протокол № 3 від 22.12. 2020 року).

За зміст публікацій відповідальність несуть автори.
Засновники – Черкаський національний університет імені Богдана Хмельницького,
Київський національний лінгвістичний університет

© Черкаський національний університет імені Богдана Хмельницького, 2020
© Київський національний лінгвістичний університет, 2020
© Автори статей, 2020

ЗМІСТ

ПЕРЕДМОВА.....	3
До ювілею професора В.П. Мусієнко.....	8

МОВОЗНАВСТВО. ЛІТЕРАТУРОЗНАВСТВО

<i>Мусієнко В. П.</i> Лінгвокультурологія: теоретичні підстави і можливості.....	12
<i>Радзієвська Т. В.</i> Мовна особистість і «фактор дискурсу».....	16
<i>Жаботинская С. А.</i> Лингвокогнитивные техники языковой личности: грамматикон конструкций в цитатах В.С. Черномырдина.....	21
<i>Бакиров П.У.</i> План содержания пословиц народов мира с концептами «ВОСПИТАНИЕ» и «СЕМЬЯ».....	34
<i>Авезов С.С.</i> «Шахнаме» – энциклопедия иранской мысли.....	38
<i>Агламов Т.Х., Ходиева О. Ш.</i> История создания авторской лексикографии.....	44
<i>Авезов С.С.</i> Сленговые слова в лексике Интернет-пользователей.....	48
<i>Барабанищикова О. Ю.</i> Симпиомы свертывания метадиалога при переходе к монологической форме речи.....	52
<i>Баркович А. А.</i> Субъектная специфика интернет-коммуникации.....	56
<i>Барменкова О. П.</i> Разговорная и просторечная лексика в творчестве В. Шукшина на примере его рассказов: «Сельские жители», «Земляки» и «И разыгрались же кони в поле».....	60
<i>Vobchynets L. I.</i> Lexico-semantic and structural peculiarities of nominations of addictions in English and Spanish.....	63
<i>Богданова І. В.</i> Мовна особистість героя-оповідача в романі Ф. Бегбедера «99 франків».....	66
<i>Богова М. Г.</i> Язык вражды: протестные новообразования.....	73
<i>Болтаева М. Ш., Болтаева М.А.</i> Роль русского языка в обогащении лексики узбекского языка.....	77
<i>Бондар М. В.</i> Мовна особистість перекладача турецьких художніх текстів.....	82
<i>Бондарь М. В., Чжан Ц.</i> Лексико-тематические группы слов коронавирусного новояза.....	87
<i>Велівченко В.Ф.</i> Етнокультурний аспект мовної особистості.....	92
<i>Ганєчко В.В.</i> Термінологічна лексика за часів COVID-19: номінативний аспект.....	95
<i>Гебре Д. А., Кордун Т. Г.</i> Мовна особистість як носій національно-культурного простору.....	99
<i>Гладко М. А.</i> Дискурсообразующие модусы познавательного телепространства.....	103
<i>Гудзина В. А.</i> Семантическое наполнение концепта «счастье» в западной и восточной культурах.....	108
<i>Денисюк В. В.</i> Щоденникові записи як джерело поповнення алкономіацій в українській мові.....	111
<i>Джураева З.Р.</i> Пословицы и поговорки русского языка с фитонимом-дендронимом.....	115
<i>Еромейчик Т. В.</i> Метафорические проекции в дискурсе спорта.....	119
<i>Завальська Л. В.</i> Комунікативна тактика демонстрації інтелекту в українському політичному дискурсі.....	122
<i>Иванова Л. П.</i> Когнитивный уровень языковой личности А.С. Пушкина. Неожиданный аспект (лингвоимагологический подход).....	125
<i>Кабулова Л.Т., Турдымуратова У.М.</i> Концепт «семья» в каракалпакской языковой картине мира.....	129
<i>Клеофастова Т.В., Жунжун Цзо</i> Особенности изображения «героя времени» в современной российской и китайской прозе.....	133

Кондратенко Н. В. Номінації італійських страв і напоїв у лінгвосвідомості українців.....	138
Корновенко Л.В., Писаренко К.А. Стилеметрия как прием изучения колоративов: на матеріалі поезії С. Есенина.....	142
Кретов П. В. Символічна природа мовленнєвої ідентичності: контингентність і конфлікт.....	145
Кретова О. І., Супрун Н. М. Постаць наратора у романі М. Зузака «Крадійка книжок»...	151
Лисюченко О. В., Атаєв С. Семантика фразеологических оборотов как стереотип отражения национально-культурной ментальности.....	155
Масимович О. М. Понятие лексико-семантического поля.....	158
Маюк Е. П., Судилова А. А. Языковые манифестация реабилитации имиджа организации в интернет-дискурсе.....	161
Нематова М. Ф. Иерархия и гипонимия на фонологическом ярусе языка.....	167
Носиров О. Т. Социокультурные и этнокультурные аспекты языковых средств выражения концептов «зима», «лето».....	170
Орлова С. Л. Формирование традиции обращения к собеседнику на «вы» в письмах русской интеллигенции XIX – начала XX века.....	174
Пак М. К., Чекмарева Н.В. Способы адаптации англицизмов в современном русском языке.....	178
Палатовская О. В., Цань Чжун Лексико-семантическая классификация фразеологизмов с квантитативным компонентом (на матеріалі сучасного англійського мови).....	185
Потапова Г. М. Концептуально-образний аналіз як засіб розуміння твору.....	189
Прокопович Н. Ю. Мовна особистість М. Ю. Кольцова.....	193
П'янзін С. Д. Мовний аспект дефініції конфлікту.....	196
Радчук О. В. Концептуальне ядро значення еквівалентних ад'єктивів <i>безпечний</i> (укр.) – <i>безопасный</i> (рос.).....	199
Rozikova N. N. The formation of a language personality under the influence of the mass media.....	204
Ромащенко Л. І. Новий варіант українського правопису: об'єктивна необхідність?.. Розмисли не-лінгвіста.....	208
Рысмагамбетова С. Б. Сленг как показатель речевого поведения и социального статуса (на прикладі роману Джерома Селінджера «Над пропастью во ржи»).....	213
Сидоркова Л. Р. Использование стилистически маркированной лексики в создании языковых портретов булгаковских персонажей.....	219
Синявская О. Е. Использование личных имен в качестве коммерческих наименований: функционально-прагматический аспект.....	223
Умбетова Н. Ж. Чувство национального самосознания в творчестве О. О. Сулейменова.....	227
Чоракулова Д. З. Библеизмы, их роль и место в жизни.....	231
Шаповал В. В. Почерк как черта языковой личности.....	235
Шведова М. О. Мова прози Миколи Зерова на тлі корпусу текстів 1910-1935 років.....	240
Швелідзе Л. Д. Етикетна мовленнєва поведінка політиків у мережевому спілкуванні.....	245
Шарипова Д. Г. Особенности романа «Сандро из Чегема» Ф. Искандера.....	248
Шевченко Т. В. Прагматичні типи речень в українському художньому дискурсі.....	252
Шилей Е. В. Концепция языковой личности в исследованиях коммуникативного пейзажа современного города.....	255
Шундель Т.О. Синкретичні конструкції з перехідними відношеннями атрибутивності та відношеннями простору.....	259
Скоробогатова Е.А. Актуализация внутренней формы слова поэзии Иосифа Бродского.....	263

THE FORMATION OF A LANGUAGE PERSONALITY UNDER THE INFLUENCE OF THE MASS MEDIA

This article examines the levels of speech culture of native speakers of the Russian language and observance of the norms of literary word use in modern everyday life. The media play an important role in the violation of the norms of the Russian standard language, in particular, the norms of actual pronunciation and accentology. This also applies to the level of speech culture of native speakers of the Russian language and their compliance with the norms of standard word use in modern everyday life.

Keywords: *mass media, globalization, speech culture, linguistic competence.*

It is known that the problem of normative literary word use today is one of the most urgent in the development of the national Russian language. In the age of globalization, scientific and technical progress, the modern person is expected to have a high level of speech culture. Violation by speakers of the norms of the Russian literary language, in particular, the norms of actual pronunciation and accentological ones, complicates communication, prevents them from fully comprehending the content of speech.

A person expresses his attitude to the world through language, declares his uniqueness and originality, and also recognizes himself as part of a single society. Language has become a powerful factor in the socialization of the individual. It brings people together. Language is a vehicle for solidarity and belonging, although it cannot be imagined without a social and cultural context. It is the keeper of the cultural identity of an ethnic group and ethnic groups that speak the same language, acts as a link between different historical eras and generations of people.

According to I.G. Herder, “only through language the history of mankind became possible”, that is, the language has the function of keeping the culture of the people. It also prevents the people’s spirit from becoming impoverished. Today one cannot but recognize the aggressive and destructive nature of the impact of the environment on the linguistic personality. An individual is bombarded with a large flow of information, which is not subject to censorship and any kind of control, so the linguistic persona needs to independently install speech filters in order to cope with the «press of projected information messages.» Today, following H. Ortega and Gasset, attention should be paid to the problem of dehumanizing culture.

The distortion and impoverishment of the Russian language, the use of profanity and slang deprive the younger generation of the opportunity for self-realization, individuality and creative thinking. Thinking and speaking are interconnected. It is not for nothing that experts have proven that children who speak Russian have highly developed thinking and logic. The word serves for the unity of communication, communication and thinking, therefore, the higher the literary language of an individual, the more competent and perfect he or she is. It is impossible to stop the process of the invasion of slang and reduced vocabulary, since the language is undergoing changes, and the media play an important role in it.

The new century, globalization, social phenomena of the 20th century, the increased role of new means of communication cause changes in both the language and the linguistic consciousness of speakers of the language. The Russian language itself is changing, and there is a «degradation of the Russian language ability.» At the beginning of the twenty-first century, the Russian language finds itself in the English-speaking environment, both in society and in the individual linguistic consciousness of a linguistic personality [1]. The rapid development of the media business has

become one of the most striking phenomena of the socio-cultural reality of the last decade. A consequence of the increasing impact of the language of advertising on society was the attention of researchers to communicative, linguistic, stylistic and other features of advertising texts, as well as interest in the specifics of the perception of advertising by representatives of various social, age and gender groups, reflected in a number of publications of scientific and popular publications.

Advertising as an impersonal form of communication “in a simplified form reproduces the picture of the world, stereotyped ideas, the scale of the values of the people” [2, 4]. A linguistic persona is modeled according to what arts of speech and with what completeness it is trained and what experience and skills it possesses in different kinds, types and forms of literature. The dehumanization of the literary language in the modern world has set researchers the task of revealing the nature and role of the human factor in linguistic communication. Now “language is viewed in its immersion in life, in the reflection of reality. It can be argued that one can understand the nature of language only on the basis of a person and his world as a whole. An uneducated, weak linguistic persona, who is subject to aristocratic and oligarchic types of influence, with low special and general cultural training and without responsibility for the spoken word, becomes the ideal model for the Russian media of the XXI century.

And therefore, what is voiced and shown on the screens does not require responsibility and respect for their cultural origins, primarily for the language. And this is also connected with the formation of the national spirit [3, 7]. In the light of the modern change in the Russian language, Christian traditions have been lost and not respected, therefore the linguistic persona is degrading. The media form a weak, culturally insignificant, linguistically incompetent and ethically not responsible linguistic persona. In the media sphere, language acts as a means for the transmission and perception of extralinguistic content. The massiveness of the television audience, the scale of the publicity of appearances on television do not put forward special requirements for the linguistic persona of the speaker, who is responsible for communicative events.

First of all, it should be a person who is of unconditional interest to many, either by virtue of his social status, type of activity, or who has valuable, exclusive information. People often appear on TV screens because of their ability to present themselves in a bright and original way and attract a large number of viewers. In this sense, the appearance on TV screens of people who, at first glance, are remarkable, but culturally immoral, is considered a justified and value-progressive fact. Thus, we can summarize that the main place in the successful organization of television and any other kind of communication should be occupied by a bright, outstanding linguistic persona, attracting mass character with his or her recklessness.

Such an example can serve as the TV series «Univer», «Realniye Patsany» (boys from the hood), beloved by young people, as well as the reality show «Dom-2», which not only introduce reduced profanity into their lexicon of viewers, but also dull them. The linguistic competence of a linguistic persona acts as a qualitative characteristic of its activity-communicative needs and expresses the degree of adequacy and completeness of the individual picture of the world, determines the level of proficiency in the means of native and foreign languages. But, unfortunately, this does not happen due to the influence of the media, which are interested in a pliable and uneducated linguistic persona [4]. The famous scientist in the field of Russian linguistic science G.I. Bogin proposed his own model of linguistic persona, in which he singled out five levels of language proficiency:

1. The level of correctness, which presupposes the presence of a sufficiently large lexical stock, knowledge of the basic rules of the language and allows you to build a statement and produce texts in accordance with the rules of a given language.

2. The level of interiorization, including the ability to realize and perceive statements in accordance with the internal plan of a speech act.

3. The level of saturation, allocated from the point of view of the reflection in speech of all the diversity, all the richness of the expressive means of the language in the field of phonetics, grammar and vocabulary.

4. The level of adequate choice, assessed from the point of view of the correspondence of the language means used in the expression in the field of communication, the communicative situation and the roles of the communicants.

5. The level of adequate synthesis, taking into account the correspondence of the text generated by the personality to the whole complex of substantive and communicative tasks that form its basis.

This model by G.I. Bogin is called linguodidactic. This is a three-dimensional education at the intersection of three axes - the levels of language culture (phonetics, grammar, vocabulary), four types of speech activities and the above levels of language proficiency.

And I. Chernukhina proposed her concept of a linguistic persona, on the basis of which large and small multidimensionality are included in the structure of a linguistic persona. The parameters of great multidimensionality are: - intelligence (types of verbal thinking, mentality); - intuition; - presupposition (knowledge about the world and a person that a given person has, his life experience); - being in the aura of good; openness to nature, space; openness to the noosphere, cultural environment and other parameters. So, summing up, the culture of communicative activity is the result of a high communicative subcompetence of a linguistic persona, which the media should offer. But, unfortunately, the picture is different: a modern degraded linguistic persona does not have elementary knowledge about the world, his or her life experience can be compared to zero, since the whole life of young people flows in front of the TV, which shows not highly intellectual entertainment talk shows. Language helps to cognize reality, and knowledge of the reality of a modern linguistic persona is colored only by catchy vulgar events from the life of scandalous stars spoiled by excessive media attention to their people. The media are the intermediaries between the world and society. Translating this kind of mediation into reality requires creativity, talent, due to the fact that the world is undergoing changes every moment, especially in the era of modern information technologies.

Creativity remains the highest goal for people working in the media field, and creative work remains fundamental and responsible. Creativity must begin with the language design of the intention and it is necessary to calculate it for effective communication with the interlocutor or with the target audience. Inadequate understanding of oral or written communication can lead to serious errors and cause unwanted conflicts.

Language serves to develop spiritual and ideological abilities for a linguistic persona. Language every day penetrates deeper into the inner life of the individual, but still it has «an independent external being, exerting its pressure on the person himself» [4]. Moderators are the main figures in organizing language communication in the media. The personality of the moderator, his professional competence, general and linguistic culture, speech etiquette, the ability to organize the necessary environment in which a speech action takes place, determine its success with the target audience. The attitude to them as to public figures in society is ambiguous.

It all depends on how skillfully they achieve the correspondence of form and content in their programs and, of course, on the individual qualities of each of them. A VJ of any program as a linguistic person is a representative of those who are present on the other side of the TV screen, on their behalf, voices information of interest to the target audience. To interest the viewer, he needs to know very well the reality, preferences and problems that are relevant to the audience. But

this is easy to predict, since the target audience is mainly attracted by what remains prohibited, namely, reduced literary vocabulary, monosyllabic words and simple sentences, so that a modern linguistic person can understand what is at stake. In the modern world, a unique situation has developed in society: young people prefer heroes on TV, rather than from the novels of Russian classics. The media create heroes within a linguistic persona, stamping and replicating them and thereby endlessly glorifying, illiterate immoral linguistic personas. From the foregoing, it follows that in the modern world, the main factor in the successful assimilation of information is an uneducated, aristocratic or oligarchically oriented linguistic persona. But in order to change the current situation, it is necessary to develop self-awareness, that is, a person's awareness and assessment of his actions and their results, thoughts, feelings, moral character and interests, ideals and motives of behavior, a holistic assessment of themselves and their place in life. Such self-esteem becomes, in turn, the facet of the worldview and an important component of the life position of the individual. Self-awareness is a constitutive feature of a person that is formed along with its formation. The noted fact can be explained by the insufficiently high level of speech culture of modern youth and some shortcomings in their language education. It is obvious that the main role in improving the linguistic culture of a person, including the culture of the orthoepic, should be played by his personal responsibility for maintaining the norms of the modern Russian literary language, as well as responsibility for observing these norms in all situations and spheres of communication, including in the sphere of modern everyday life. A gap between cultures, their conflict is possible not only in the form of clashes between native and foreign cultures, but also within one's own, native culture, when changes in the life of society reach such a level that the next generations no longer remember, do not understand the culture and attitude of their ancestors. It is impossible to stop the process of intrusion into the language of slang and reduced vocabulary, since the language is subject to change and reflects all the processes characteristic of a certain historical era.

However, today the task of philosophy, pedagogy and the education system as a whole is to change people's attitudes towards language and teach them to think about their own «speech behavior». It is necessary that each person has made his own «path to language» (M. Heidegger) and began to understand language as an element of culture.

Literature

1. Passov E. I. Communicative foreign language education. The concept of individuality development in the dialogue of cultures. Lipetsk, 1998.
2. Anisimov S. F. Introduction to axiology. M., 2001.
3. Zagorovskaya O. V. The position of the Russian language in Russia at the beginning of the XXI century and current problems of language education / O. V. Zagorovskaya // Modern language situation and improving the training of language teachers: materials of the VIII International Scientific and Methodological Conference / Ed. prof. O. V. Zagorovskaya. Voronezh : Scientific book, 2010.
4. Islamishin R. F. Linguistic personality of the 21st century. M., 2005.

У статті розглянуто рівні культури мовлення носіїв російської мови і дотримання ними норм літературного слововжитку в повсякденному житті. У порушенні мовцями мовних норм російської літературної мови, зокрема, норм власне вимовних і акцентологічних, не останню роль відіграють ЗМІ.

Ключові слова: засоби масової інформації, глобалізація, мовна культура, лінгвістична компетенція.

В данной статье рассмотрены уровни культуры речи носителей русского языка и соблюдения ими норм литературного словоупотребления в современной повседневности. В нарушении говорящими норм русского литературного языка, в частности, норм собственно произносительных и акцентологических, не последнюю роль играют СМИ.

Ключевые слова: средства массовой информации, глобализация, речевая культура, лингвистическая компетенция