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THE FORMATION OF A SECONDARY LINGUISTIC PERSONALITY AS AN EFFECTIVE MEANS OF MASTERING A FOREIGN LANGUAGE

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Human life requires constant development and improvement. Knowledge of at least one foreign language has become a necessity. Nowadays people are starting to learn or are already learning different languages because it gives them a chance to get a better job, be promoted or chosen for a prestigious post. To communicate with native speakers people must know not only grammatical and lexical aspects of the language but also apply this material in live communication. In order to achieve this goal a person must delve the depths of the language, its traditions and culture.

The purpose of our article is to analyze characteristics of forming secondary linguistic personality.

Material and methods. The study was conducted in Orsha College. We used methods of analysis and generalization.

Findings and their discussion. Linguistic personality is a subject of communication, a person who creates a language text, comprehends it, uses it orally or in writing [1, p. 54].

The formation of “secondary language personality” is described by I.I. Khaleeva as a process of accumulation of a set of abilities (competences) and personal qualities which prepare a person for foreign language communication in a multi-cultural field. It consists of mastering the verbal-semantic code of the studied language, that is ,the "language picture of the world" of native speakers and the "global" (conceptual) picture of the world allowing a person to understand a new social reality for him [2, p. 68]. The principal goal of teaching a foreign language is to develop student's secondary language personality traits making him an effective participant in intercultural communication.

A secondary language personality is based on the primary language personality formed by the native language of the person. The formation of a secondary language personality helps to use a foreign language effectively in various fields of activity and develop yourself in the language, educational and socio-cultural environment.

The term “secondary linguistic personality” was put forward by the linguist I.I. Haleeva in the 1990s. She took the model of language personality by Y.N. Karaulov.

When learning foreign languages a person must realize his own uniqueness in the cultural and historical aspect and the uniqueness of the subjects of foreign culture. That’s why, when considering the concept of a secondary linguistic personality, it’s necessary to single out characteristics that will be indicators of its formation.

The effectiveness of interaction with representatives who speak the studied language is one of the main criteria for the formation of a secondary language personality. A person masters the norms of the language gradually, learns the mentality of people, learns etiquette and adopts certain patterns of behavior which allow him to communicate without difficulty with speakers of a non-native language [1, p. 253].

The formed secondary language personality must possess the verbal and semantic code of the language (grammar, vocabulary, syntax, etc.). To compare a word with its equivalent in the native language is not enough. It’s necessary to look deep into the structure of the studied language and differentiate shades of meaning of the word [1, p. 254].

The style of speech is of great importance. Studying a foreign language a person learns certain grammatical constructions which are later used in the process of communication. From the point of view of grammar the speech of a person is correct, but from the point of view of the native speaker such speech can sound too mechanical and artificial. For instance, the sentence "What did you buy in the store?" is grammatically correct, but the native speaker often avoids such cumbersome constructions and asks: "What did you buy?". It is essential to learn the language not only through textbooks, but also socialize with native speakers to achieve the effect of "live" communication

Mastering the phonetic norms of the language must be based on the country or region whose language is studied. The student most often focuses on the standard, the language and its pronunciation, which is typical of the capital. For example, someone who learns Russian will focus on the Moscow or St. Petersburg pronunciation, and the one who learns English will take the British or American dialect as a sample [2, p.230].

Knowledge of patterns of behavior is extremely important when learning a foreign language. When communicating with a native speaker, it is necessary to take into account the nonverbal means used - gestures, facial expressions, posture and distance.

The last criterion to be mentioned is the motivational-personal sphere, which includes the motivational structure, values and individual personality traits. When learning English and culture, the student has to create his picture of the world anew, but with the knowledge of moral values or behaviors, he can unintentionally adopt some cultural features.

The concepts of "linguistic personality" and "secondary linguistic personality" aren't independent phenomena. The productivity of learning a foreign language will be influenced by the knowledge, skills and abilities formed on the basis of the native language. If the structure of the native language isn't well studied and consolidated by the student there may be problems in learning the studied language.

We can also single out some more factors that are major in the formation of secondary language personality: age, learners' interests, intellect, standard of living, cognitive capabilities.

One of the most important aspects involved in the development of the secondary language personality is the motivation of the student: what motivates him to learn a particular language. We conducted a survey where the students had to answer two questions: "Why do I study a foreign language?" and "Why did I choose this language?" According to it our students learn a foreign language to expand their horizons (1%), for travelling (40%), for future work (40%), for interest (14%) or self-development (5%).

Under the influence of the first motivation a person learns a foreign language to achieve practical, business goals [3, p. 53].

Under the influence of the second motivation, a person seeks to join the culture of native speakers. This type of motivation is associated with the development of secondary language personality, as the second language will contribute to personal growth and expansion of the worldview of the student [1, p. 54].

Conclusion. Thus, the formation of a secondary language personality of the student is influenced by both its individual characteristics (depth of knowledge of the native language and patterns of behavior, age, motivation, cognitive abilities) and psychological and pedagogical factors. Our aim is to create such environment where students can learn not only the main aspects of the language (grammar, vocabulary, phonetics) but also some peculiar features typical of the country of the native speaker. Teachers must incorporate some linguistic and cultural peculiarities into their system of exercises, make up unusual tasks and create some environment favourable for intercultural communication.

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