



Concept And Typology of Discourse Personality

**Hamdamova Dilafruz
Malikjon kizi**

**Kukon state pedagogical institute
Teacher of the Department of Interfaculty Foreign Languages**

ABSTRACT

In modern linguistics, attempts to comprehend the concept of "linguistic personality", determine the structure and classify its models are widely represented. This is due to the fact that anthropocentrism today is the main characteristic feature of the paradigm of scientific humanitarian knowledge and human knowledge is impossible without learning the language. Cultural linguistics is one of the new and promising areas in linguistics, where the defining concept is "linguistic personality".

Keywords:

Linguistic, language, communicative, cultural linguistics, linguoculturological approach, dialog, paradigm, cognitive-interpretive.

In modern linguistics, attempts to comprehend the concept of "linguistic personality", determine the structure and classify its models are widely represented. This is due to the fact that anthropocentrism today is the main characteristic feature of the paradigm of scientific humanitarian knowledge and human knowledge is impossible without learning the language. Cultural linguistics is one of the new and promising areas in linguistics, where the defining concept is "linguistic personality".

The term "linguistic personality" was introduced into scientific circulation by B.V.Vinogradov in the 1930s. in the book "On the Language of Artistic Prose". He studied two hypostases of the artistic linguistic personality - the personality of the author and the personality of the character [Vinogradov V.V., 1930, 91 p].

In linguistics, a "linguistic personality" is understood as a speech personality - a person as a native speaker, taken from the side of his ability to speech activity, a complex of psychophysiological properties of an

individual, allowing him to produce and perceive speech works [Bogin V.I., 1984, 3 p].

In domestic linguistics, the concept of the linguistic personality of Y.N.Karaulova. In his opinion, the linguistic personality appears as homo loquens in general and the very ability to use the language as a generic property of a person (homo sapiens).The linguistic personality in this concept is understood as "a set of abilities and characteristics of a person that determines the creation and perception of speech works (texts), which differ in the degree of structural and linguistic complexity, depth and accuracy of reflection of reality, target orientation" [Karaulov Y.N., 2002].

There are different approaches to the study of linguistic personality, which cover many interpretations. Taking into account the objectives of our study, we will consider the following approaches: linguoculturological, linguo-didactic and communicative. The proposed directions are distinguishable by the ways of describing the linguistic personality and the scale of the issues covered.

For linguoculturology, the emphasis is on a collective cultural and historical image; on

a personality that exists in the space of culture and is reflected in the language; on the national-cultural prototype of a native speaker. In this regard, the synthetic image of a linguistic personality, formed by many incarnations of different individuals in the language, becomes the subject of research.

Linguoculturology draws its attention to the relationship "language - culture - ethnos" [M.B. Yemich, 1994], setting the task of studying the material and spiritual culture embodied in a living national language and manifested in linguistic processes.

The linguoculturological approach, based on the structural organization of the linguistic personality, proposed by Y.N.Karaulov, also predetermined the selection of various variations of the linguistic personality: multi-human and private human personality (V.P.Neroznak), ethnosemantic personality (S.G.Vorkachev), Russian linguistic personality (Y.N.Karaulov), linguistic and speech personality (Y.E.Prokhorov, L.P.Klobukova), emotional linguistic personality (V.I. Shakhovskiy).

Thus, in the linguocultural aspect, language, culture and ethnicity are inextricably linked and form the focus of the personality - the place of conjugation of its physical, spiritual and social self.

The communicative approach to linguistic personality has received the greatest recognition. Here, a linguistic personality is defined as "a communicative-activity unit, which is a binomial "speaking and listening"" [Vinokur G.O., 1990, 518 p]

Of interest is the concept of a communicative personality, in which the cognitive, behavioral and holistic plans of this concept stand out [Karasik V.I., 1986, 3-16 p].

One of the most important areas in the study of linguistic personality is the study of linguistic personality in a literary text.

In a literary text, a linguistic personality can be regarded "as a certain (linguistic) correlate of the features of the spiritual image of an integral personality" [Karasik V.I., 2004, 71 p]. The character as a linguistic personality is the bearer of cultural, communicative and

activity values, knowledge, attitudes and behavioral reactions.

One of the most important components of the theory of linguistic personality is its structure, which was described in detail in the works of Y.N.Karaulov on the material of the Russian language. According to his work, the structure of a linguistic personality consists of three levels: 1) verbal-semantic, which is realized in the description of formal means of expressing certain meanings (i.e., a description of the lexical, grammatical, etc. structure of the language); 2) cognitive, in which the units are concepts, ideas, concepts that form in each linguistic individuality into a "picture of the world", reflecting the hierarchy of personality values (frame, phraseological units, aphorisms, metaphors, etc.); 3) pragmatic, studying goals, motives, interests, methods of argumentation, evaluation, etc.

This level in the analysis of a linguistic personality provides a natural transition from the assessment of her speech activity to the understanding of real activity in the world [Karaulov 1987: 87]. Other researchers also distinguish three levels of linguistic personality. So, I.P.Susov distinguishes formal-semantic, cognitive-interpretive and social-interactive [Susov I.P., 1988, 7-13 p]. Has a different opinion V.D.Lyutikova: "The level model of a linguistic personality developed by researchers reflects a generalized personality type, so it is not always applicable to studying a specific personality. In an individual speech situation, verbal, cognitive and pragmatic levels are identified.

In addition, any personality combines elements of stability and variability, it is subject to external influence and is not without internal conflicts. The presence of stability and inconstancy of a linguistic personality, which is affected by various kinds of facts, further complicates the structure of a linguistic personality" [Lyutikova V.D., 1999, 9 p]. Sukhikh in his works considers the substantial and intentional levels of a linguistic personality [Sukhikh S.A. 1993]. The level of correctness, the level of internalization, the level of saturation, the level of adequate choice and

synthesis are the levels offered by G.I. Bogin [Bogin G.I., 1975, 3 p]. On the Kuzmina identifies an intertextual component in the structure of a linguistic personality, which implies knowledge of a certain number of texts of a given culture and their iconic representatives - quotations. The degree of influence of texts of fiction on the linguistic personality and the nature of the precedent intertextual part of the individual thesaurus is established [Kuzmina N.A., 2006, 272 p].

A linguistic personality in a literary text is determined by a category that has an internal structure and external signs of implementation. But on the basis of this, a model of a linguistic personality in an artistic dialogue was developed, proposed by Normurodova N.Z. It consists of the following levels:

- semantic-stylistic;
- linguo-pragmatic;
- linguocognitive;
- lingocultural [Normurodova N.Z.,

2012].

This model of a linguistic personality is based on the model of Y.N. Karaulov, but has some changes, additions and clarifications. It differs in the number of distinguished levels and also includes a linguocultural level. In addition, in the proposed model, each of the levels is verbal, which is due to the need for a detailed analysis of the consideration of linguistic means at each level.

It should be noted that the allocation of levels to the structure of a linguistic personality is very conditional. In real life, there is interpenetration and interdependence of all levels.

A linguistic personality is both the level of language proficiency and the degree of influence of individuals on the development of a language, primarily a literary one. Communication is not just a conversation between two individuals, it is their possession of the culture of this or that people, this or that society, since culture (spiritual culture) reveals the measure of human and social in a person. This property of a linguistic personality is manifested in the knowledge of the language, in the ability to use them and in style, and in the

syllable and finally, in specific sentences [Stepanova Y.V., 2012, No. 1].

The literary text is also a source for studying the linguistic personality of both the author himself and the heroes of the work, given that the characters are the product of the author's thought. The author manifests himself in the text in different ways, but always through the word. The creator of a work, like a person in general, has some behavioral, mental, linguistic nuances that are peculiar only to him. Giving life to his characters on the pages of the work, the author also invests in them a part of his linguistic personality.

The stylistic means of expressing in are characterized by a wide variety of stylistic means of emotional-evaluative, figurative and expressive character. The stylistic marking of the implies a certain organization of semantic and stylistic means, which contributes to the "promotion" and the achievement of its effectiveness.

The study of the linguo-pragmatic features of the is aimed at identifying the social and professional status, role and personal relationships between the communicants, gender, age, local, national-racial characteristics, the emotional state of the communicants, character traits and cultural affiliation of the character. In addition, the pragmatic aspect considers role relations, including such concepts as speech behavior, role expectations and the factor of mutual understanding.

The study of the cognitive aspect of is aimed at the intellectual sphere of the individual, at the process of human cognition, which includes knowledge about the world, embodied in the thesaurus.

From the standpoint of linguoculturology, it is supposed to consider the processes of conceptualization of language units in terms of their relationship with mental structures that reflect the inner spiritual world of. In addition, the linguoculturological analysis of the is aimed at identifying the ethnocultural specifics of the personality traits and the features of the correlation of a linguistic personality with a national character.

In terms of linguoculturology, the gender approach to involves identifying the features of the functioning of gender-oriented statements in the speech of men and women in the at all levels of the language.

The proposed level model for describing the is based on the model of Y.N.Karaulov, but contains some modifications, additions and clarifications. Firstly, it differs in the number of distinguished levels and additionally includes a linguocultural level. The need for such an addition is dictated by the very essence of the concept of, which is inseparable from the linguistic space of culture. The problem of human-language-culture interaction, according to V.A.Maslova, is in the center of attention of linguoculturology [97, p. 42]. In addition, at this level, we considered it necessary to consider the gender aspect of, since gender issues are one of the most important components of culture.

Secondly, in contrast to the Y.N.Karaulov, in which one verbal-semantic level is distinguished, which objectifies the subsequent levels - cognitive and pragmatic, in our model each of the distinguished levels is verbal. This is due to the need for a detailed analysis of the consideration of language tools that implement communicative-pragmatic, cognitive and cultural aspects.

Summing up, it should be noted that when studying a linguistic personality, an integrated approach to its analysis is needed, taking into account: linguistic, linguoculturological, communicative features of a linguistic personality and a detailed consideration of the structure of a linguistic personality.

References

1. Жамолдиновна, Б. М. (2020). Лингвокультурологические научные направления и интерпретация языка и культуры в современной лингвистике. *Вестник Приамурского государственного университета им. Шолом-Алейхема*, (3 (40)), 104-115.
2. Bekiyeva, M. J. K. (2022). DEVELOPMENT OF LINGUOCULTUROLOGY AND INTERPRETATION OF LANGUAGE AND CULTURE IN MODERN LINGUISTICS. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(1), 93-102.
3. Oblanazarovna, S. N. (2022). Psycholinguistics One of The Modern Branches of Linguistics. *Eurasian Journal of Learning and Academic Teaching*, 4, 277-280.
4. Bekiyeva, M. J. Q. (2022). Frazeologiya bo'limining mustaqil fan bo'lib shakllanishi. *Science and Education*, 3(1), 393-399.
5. Jamoldinovna, B. M. (2020). Lingvokulturologiyaning tadqiqot obyekti, predmeti, maqsadi va vazifalari. *Интернаука*, 18(147 часть 3), 69.
6. Bekiyeva, M. J. Q. (2022). FRAZEOLOGIK BIRLIKLAR OBRAZLILIK VA EMOTSIONAL-EKSPRESSIVLIKNI YUZAGA KELTIRUVCHI ENG MUHIM VOSITA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(1), 650-655.
7. Sattarova Nargiza Oblanazarovna. 92022/1/310. LINGUISTIC VIEWS OF WOMEN'S COMMUNICATION *Academia Globe: Inderscience Research*, 83-88
8. Tojiboeva, M., Sattarova, N., & Qanoatova, N. (2021). TRADITION IN ABDULLA AVLONI'S POETRY. *TRADITION*, 7(11).
9. Sattarova Nargiza Oblanazarovna. (2022) QO'LLANISH DARAJASI CHEGARALANGAN SO'ZLAR VA ULARNING O'ZIGA XOS XUSUSIYATLARI. *Интернаука*, 79-82.
10. Sattarova Nargiza Oblanazarovna (2021) «MODERN SCIENTIFIC CHALLENGES AND TRENDS» POLAND, 169-177.
11. Gayratovich, E.N. (2019). USING VISUAL PROGRAM TECHNOLOGY METHODS IN ENGINEERING EDUCATION. *European*

- Journal of Research and Reflection in Educational Sciences Vol, 7(10).
12. Gayratovich, E.N. (2021). SPECIFIC ASPECTS OF EDUCATIONAL MATERIAL DEMONSTRATION ON THE BASIS OF VISUAL TECHNOLOGIES. International Engineering Journal For Research & Development, 6(ICDSIIL), 3-3.
 13. G'ayratovich, E. N. (2022). It Is A Modern Educational Model Based On The Integration Of Knowledge. Eurasian Scientific Herald, 5, 52-55.
 14. Ergashev, N., Meyliqulova, M., Xamitova, R. N., & Namozov, D. (2021). ANALYSIS OF COPYRIGHT SOFTWARE CREATING VISUAL ELECTRONIC LEARNING MATERIALS. Интернаука, (18-4), 24-25.
 15. Xolmurodov, A. E., & Ergashev, N. G'. (2021). SPECIAL ASPECTS OF DEMONSTRATION OF EDUCATIONAL MATERIAL BASED ON VISUAL TECHNOLOGIES. Современное образование (Узбекистан), (7), 29-34.