

The Theory of Linguistic Personality, Its Structural and System Characteristics

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Abstract

The study of linguistic personality appeared in modern linguistics. The interest in a personal aspect of language learning has increased significantly not only in linguistics but also in all disciplines that are somehow related to language, such as psychology, philosophy, linguistic didactics. «Linguistic personality» is that core, defining the concept, around which the discussion of the most interesting problems is unfolding. The article contains a review of the works on the problems of the formation of the language personality.

The purpose of the article is a comprehensive approach to the analysis of the language personality, revealing on the basis of discourse not only its psychological features but philosophical and worldview preconditions, ethnonational characteristics, social characteristics, historical and cultural sources.

The main results are the identification of the problem of the language personality in modern linguistics, which is increasingly being considered in related sciences as an object of interdisciplinary research and in the aspect of the formation of a national language in which the subjective is transformed into an objective language. The article deals with the state of the theory of the language personality in linguistics, which causes an increased interest of modern linguistic scholars. Such key issues of studying the language personality are raised, such as the choice of the original term and the generic component, the establishment of the level of abstraction, the definition of structure.

Keywords: linguistic personality, verbal-semantic level, cognitive (or the thesaurus) level, pragmatic level, language picture of the world.

La Teoría De La Personalidad Lingüística, Sus Características Estructurales Y Del Sistema.

Resumen.

El estudio de la personalidad lingüística apareció en la lingüística moderna. El interés en un aspecto personal del aprendizaje de idiomas ha aumentado significativamente no solo en la lingüística sino también en todas las disciplinas que de alguna manera están relacionadas con el lenguaje, como la psicología, la filosofía y la didáctica lingüística. La «personalidad lingüística» es ese núcleo, que define el concepto, en torno al cual se desarrolla la discusión de los problemas más interesantes. El artículo contiene una revisión de los trabajos sobre los problemas de la formación de la personalidad del lenguaje. El propósito del artículo es un enfoque integral para el análisis de la personalidad del lenguaje, que revela sobre la base del discurso no solo sus características psicológicas, sino también las precondiciones filosóficas y de cosmovisión, las características etnonacionales, las características sociales, las fuentes históricas y culturales. Los principales resultados son la identificación del problema de la personalidad del lenguaje en la lingüística moderna, que cada vez más se considera en las ciencias relacionadas como un objeto de investigación interdisciplinaria y en el aspecto de la formación de un idioma nacional en el que lo subjetivo se transforma en un lenguaje objetivo. El artículo aborda el estado de la teoría de la personalidad del lenguaje en la lingüística, lo que provoca un mayor interés de los estudiosos de la lingüística moderna. Se plantean cuestiones clave para estudiar la personalidad del lenguaje, como la elección del término original y el componente genérico, el establecimiento del nivel de abstracción, la definición de estructura.

Palabras clave: personalidad lingüística, nivel verbal-semántico, nivel cognitivo (o tesoro), nivel pragmático, imagen lingüística del mundo.

1. Introduction

The problem of «language persona» is marked by the growing interest in the system of sciences during XX-XXI centuries. Studying a communicating person is closely related to recent changes in the speech and communication act. Language is not merely a means of communication, it is a manifestation of the historical and cultural wealth of the people. Research works on the identification of an individual's linguistic image through the worldview are being conducted in the field of linguistics last few years. Therefore, the term «language persona» should be fully refined.

The introduction of the «language persona» category in the linguistic education has led to the creation of anthropological linguistic knowledge that is closely related to the mind, thought and spiritual activity of the person through the structural and functional aspect of the language, allowing in general the concept of «persona» to be filled with new content. The role of the systematic theory of language persona in the works of the scientists Yu.N. Karaulov (1989; 2004), in which the interest in the language consumers, creativity and language of the linguistic science has become stronger and now is the core of new research.

The appearance in linguistics of the term «language personality» is associated with the name of the scientist V.V. Vinogradov, who spoke about the image of the author of the work of art and consistently pursued the idea that «the study of the individual style of the author, his place and function in the literature system of a certain time, correlation with other styles makes it possible to present the author as a language personality – a person expressed in language and through a language that can be recreated on the basis of the language tools used by it» (Vinogradov, 1961).

The problem of linguistic personality is considered in the works of G.I. Bogin (2001), S.G. Vorkachev (2001), V.A. Maslova (2001), A.N. Baranov (2009), K.F. Sedov (1996), V.I. Karasik (2004), V.P. Neroznak (1996), V.V. Krasnykh (2009), T.N. Kochetkova (1996), T.G. Vinokur (1989), E.V. Ivantsova (2002) and other scientists. Despite the fact that the language personality has been actively studied for several decades, the scientific interest in this phenomenon is not

weakening.

However, according to researchers, the theory of language personality in linguistics began creating in the first half of the 80s, when the “language persona” and his ability to use language drew the attention to linguistic didactics. One of the founders of the theory «The conception of linguistic didactics», G.I. Bogin believed that a language personality is a person viewed from the standpoint of his willingness to produce verbal acts. A linguistic personality is one who assigns a language, that is, one for whom language is speech, a language personality is characterized not so much by what he knows about the language, as by what he can do with the language. Thus, in the concept of G.I. Bogin (2001), the language personality is considered in the communicative and activity aspect.

Creating a theory of linguistic personality, scientists introduced in its scientific context key aspects that are directly related to the designation of the basic component, the level of generalization of the object of research and the main area of analysis. So, G.I. Bogin as a generic concept uses the concept of «man», Yu.N. Karaulov relies on the concept of «personality». Subsequently, definitions emerged where the «subject», «individual», «native speaker», etc. act as a basic component.

The purpose of the article is to identify such key issues in the study of the linguistic personality as the choice of the initial term and generic component, the establishment of the level of abstraction, the definition of structure.

2. Results

Nowadays the focus on the language identity served as the basis for the structure of a new direction in linguistics - language personology. Within the framework of this direction, the collective language personality or idiosyncrasy language personality is studied, attempts are being made to create a portrait of a separate language personality.

In the modern linguistic world, the world model of language recognition and the related national model are being identified. Thus, today's language is not only a communicative instrument, but also a cultural and documentary resource that preserves, builds, protects,

delivers, and transmits the history of the country. In accordance with this principle, the language study is anthropocentric (human study) approach that studies it closely with the consumer. That is, the special meaning is given to the person's identity (an individual). In the meantime, such studies were the subject and the words of the people of the country, which expressed the national identity and culture through the language, the spiritual creative heritage.

The problem of the mother tongue, which has the status of a state, is not limited to linguistics, but as a driving force of socio-social activity, reflecting national identity. Therefore, the content of a language persona includes the following components, as scientists suggest:

- 1) value (axiological), world outlook system, the content of education;
- 2) the level of cultural development as an effective means of interest to the language;
- 3) personal features (human, deep personality).

In recognition of his commitment, scientist Yu.N. Karaulov (2004) proposes to consider the individual intellectual property of the person and in accordance with the first level of a language persona the language norm is called "zero level". This level reflects the degree of mastering verbal-semantic (semantic, invariant) simple speech language, consisting of an exemplary model of the phrase and phrase in the language system. At the verb-semantic level, the words are considered as the basic units, and the relationship between them is expressed through different grammatical, paradigmatic, and syntactic links, stereotypes - standard phrases and sentences.

This level is implemented in the language system. The person is familiar with the general features of the language. We explain it as language background education in modern linguistics. In order to understand the meaning of any statement, the speaker and the listener should have the background knowledge of the past, the spiritual world of the people. Background knowledge is the concept formed by the centuries-old experience of the people. The background knowledge formed in the mind of the learner by learning the language is directly related to cognitive activity, that is, their thinking system. That is why in the mind of the linguist at this level cognitive

activity creates new ideas and new concepts about the Kazakh language. Understanding the structural, comparative, practical features of the linguistic units encountered by the linguist in the conversation will be a measure that determines its zero level.

The second thesaurus level is the cognitive level, which consists of concept, idea, conceptual units in each person's cognition, creativity. It contains the relevance and uniqueness of socially relevant knowledge and understanding and the creation of a collective or personal cognitive space. This level reflects the discourse that is based on the texts of the person's knowledge, imagination, knowledge, text-based, textual and text-based integrity. The phenomenon of a language persona visible through texts is a complex structure of mental, social, ethical and emotional components. The identity of a language persona is determined by their discourse. That is, the chosen communicative strategies and pragmatic intentions of a language persona of the Kazakh language learner in communication are evident in their psychological, emotional state, friendly, affiliate friendly, affiliated, interested or vice versa.

The cognitive or the thesaurus level is the stage of the theoretical formulation of the person, which is the result of language linguistic model of the world, its intercultural competence, a succession of the language and cognition. The peculiarity of this level is evidenced by the grammatical and lexical knowledge of the person describing the level of knowledge of the Kazakh language learner. As a unit of the linguo-cognitive level, different concepts, ideas, concepts are discussed through the use of zero-level words, the relationship between them is arranged in a well-defined hierarchical system, representing the structure of the world, stereotypes - the various generalized concepts, wing words and regular standard connections between concepts that are reflected by aphorisms.

The more important concepts that reflect the needs, interests and ideals of a language persona are reflected in their thesis. A thesaurus is mainly a frequency dictionary, and secondly, it is a picture of a kind of lunar face that is based on a dictionary. It is based on a conceptual structure that is directly related to the fragmentary image of a linguistic character. The concept is a multicomponent, complex

cognitive phenomenon, a key part of the linguistic-cognitive level of a linguistic identity, a unit that identifies the movement of collective consciousness, which represents the truth or artistic basis of the world. The concept of a world of human consciousness is labeled by word with the help of concepts, released and verbalized. Its structure can be represented as a central point, which is a field consisting of core, knowledge, conclusions, concepts, meanings, imaginations, assumptions and associations that are centered around the core. The process of human cognition in this direction depends on what direction he has in the world. The conceptual field is characterized by the linguistic image of the universe within a particular concept. Defining the notion of the concept from the linguistic and cultural points as a mental phenomenon is a legitimate step in the formation of the anthropocentric paradigm of humanitarian, including linguistic knowledge.

In the conceptual field of the language persona of the language learner, multilingual lexical data performs cognitive, axiological functions. «Language, culture and ethnos come in close contact and form the basis of personality, define their role of physical, spiritual and social «I» combination. The linguistic person and the concept are the basic categories of linguistic culture that form the prototype image of the natural person and the person who expresses the mentality and consciousness of the «speaking person» (Vorkachev, 2001).

Third high level of pragmatism is the level of motivation that includes the purpose, motivation, interest and instruction to form the language and the textuality of the language persona. At this level, the motives and goals that contribute to the development of the linguistic identity are realized in the pragmatic sense. «Motivations, interests, values and meanings that lead to the improvement of language, speech, and the textuality are reflected in the language model of the speaker» (Vorkachev, 2001). The most pragmatic and motivational level of the language persona is the fact that an adult's motivation to learn the Kazakh language is to become a target of mastering the national spiritual and cultural values of the Kazakh people via the language. Because the language learner expresses their motives for choosing the language tools that they find most effective in achiev-

ing their ultimate goals, the personality of their linguistic identity is evident at this level. The motivational level of the language persona includes vital goals, interests and motivations, principles and intentions. At this level, the linguistic interaction of the learner affects the perception of life.

The person's inner world, the level of culture, knowledge, consciousness reflected through the language. «Language is a mirror of the human spirit, and first of all it reflects a human being whose concept of a mirror is a constitution of culture». The notion of a language persona demonstrates the connection between the individual's consciousness and attitude towards the world and the language. Every person expresses themselves and their personality not through material acts, but through communication that is not able to be exercised without language and speech. The person's word reveals their inner world, serves as a source of information that reflects their personality. The ability to give or not to give a significant description of the word depends on the level of the speaker's inner world.

3. Discussion

According to Yu.N. Karaulov, who has a broad scientific sense in the concept of a linguist, «language persona is an idea that breaks the boundaries between subjects that involve all aspects of the language study, which involves a person outside his or her language» (Karaulov, 2004).

Language persona analysis can be done at different levels: a lingual-cognitive level that defines the level of language proficiency and determines their development, behavior and goals that control their behavior, manage their textuality, and defines the hierarchy of values and the language model of the world. A language persona is a person whose language (texts) is reflected in the language and whose main features are re-created on the basis of language tools. The term «language persona» is an interdisciplinary term, which is a socially significant integral, determined by the philosophical, sociological and psychological attitudes of the physical and spiritual features that make up the human being's qualitative clarity.

First and foremost, a person who uses a language is regarded as a

«language persona» in terms of their ability to communicate. A person is the subject of psycho-physiological peculiarities of an individual, which allows them to create and accept personalized works. A set of features of the verbal behavior of a user-friendly person as means of communication is also recognized as a «language persona».

A linguistic persona is a type of full-fledged expression that includes mental, social, ethical, and other components that are identified by language, discourse. A person cannot be studied extensively, and the language developer, the user is unable to recognize the language, without paying attention to the person or the language limit. It is impossible to get information about who they are until you can hear a word from them. It is also impossible to view the language outside human beings because the language without the person speaking in that language is simply a system of symbols. Therefore, «the formation of a person as a language persona is realized only by language» (Karaulov, 2004).

Referring to the literary text of Yu.N. Karaulov we can design a linguistic level model and define three structural levels:

1. Verbal-semantic level (or structural-system);
2. Cognitive level (or the thesaurus);
3. Pragmatic level (motivation) (Karaulov, 1989).

In recognition of their language persona, Yu.N. Karaulov proposes to consider the individual intellectual property of the linguist, and the linguistic competence and according to the first level the language persona is called «zero level».

The linguistic knowledge of the speaker is in the mind according to Yu.N. Karaulov's theory, verbal-semantic, linguistically-cognitive and motivational or action-communicative needs are expressed. According to the researcher, «the language persona is a set of psychological, ethical, social components» (Karaulov, 1989).

There are other concepts of the language personality. Thus, V.V. Krasnykh distinguishes the following components in it:

- 1) the speaking person is a person whose activities is a speech activity;
- 2) the linguistic personality is a personality that manifests itself in

speech activity, possessing a body of knowledge and ideas;

3) the speech personality is a person realizing himself in communication, choosing and implementing one or another strategy and tactics of communication, a repertoire of means;

4) communicative personality – a specific participant in a specific communicative act, actually acting in real communication (Krasnykh, 2009).

One can notice that a tendency to explain language persona in several ways has formed recently:

1) the identification of the basic systems of a personality formation as a language persona (surname, place of residence, literary and linguistic, national-cultural influence, etc.);

2) to demonstrate the individual qualities of a person, i.e. his/her own knowledge in self-education, self-improvement, education, inheritance of his/her language experience, acquired skills, mastering skills, to apply the experience to change the reality. It is understood that it is necessary to consider the level analysis of their language as a complex, multidisciplinary study consisting of properties, which includes the description of associative-verbal, linguocognitive, pragmatic levels.

Concerning the importance of discovering the national identity of the individual according to the scientist Zh.A. Mankeeva's (2010) opinion: «the development of these levels in a particular language persona is evident in different ways. Their creative cognitive content consists of a world outlook, a system of cultural values. That is why we understand the language persona as a national language persona. Because the nature of the language persona is directly related to the national cultural stage of a person» (Vinogradov, 1961).

The system of values that identifies the person around the world, other people surrounding them, the attitude to themselves i.e. the material and spiritual well-being and ideals of a person, the choice of certain social, cultural and moral values are defined by the discovery of the universe in their cognition. And the pragmatic potential of cognition and purpose are reflected by their language.

A.S. Adilova (2009), considering an intertextual review of the formation of each individual as a language persona, gives her opinion:

«Everyone has a separate cognitive space as a language persona, which in turn consists of a set of collective (family, professional, religious, social) cognitive spaces, and relies on the national-linguistic-cultural-informational base of the society in which they live. However, under the influence of extralinguistic causes such as the existence of extralinguistic reasons, different periods of existence, the propaganda of political-ideological positions in the society, the lack of sources of information, the closure of the national literature and culture, the diversity of the language and the reader's cognitive base are encountered. It will depend on the human process of socialization». Continuous intertextual nucleus of a language persona includes strong literary texts known as educational encyclopaedia of national educational standards, the names and words of literature, history, society and culture personalities, very important political and social events, cultural, historical and religious relics, and the time interval for the dynamic interactive layer of the language persona that change according to social circumstances and are constantly changing, with the necessity to transform into a specific hierarchy. The interpersonal periphery of a language persona refers to the most moving, most modest part of its cognitive level, and includes texts such as songs, advertisements, and mass media. The intertextual periphery of the language persona quickly and frequently changes due to transformations of the cultural taste of the society.

A language persona is a form of background education, not a set of classical signs of a specific user. It is also the world of cognition of the artist, which is based on the linguistic vision of the world. Based on the factors mentioned above, a language persona is a combination of social, psychological and ethical components that are apparent through the use of speech (Adilova, 2009).

Characteristic features of a language persona: 1) speak mother tongue fluently, can speak correctly in their native language (mother tongue is conditioned, they can speak not only native language but other languages); 2) have adapted to social life, have a personal interest and a learning experience; 3) a person who consumes literary language at creative level and can demonstrate original creativity in their work. «It is clear that only a unique person with a unique

quality of character that is unique to other individuals can be a personality. That is, not a person who is different from the people but a person who meets the requirements of a person. A person is not born as a personality, but they are formed as a person. The same is true for language persona. The person should be recognized in the system of social relations, in relations with other people, social institutions, and will be known as a historical person. Consequently, the essence of a person's life is revealed at the level of «value of communication» (Kozhakhmetova, 2004).

Researchers note that the formation of a language persona is subject to the influence of three extralinguistic factors: social, national and cultural, psychological factors. Any situation in which individuals live first of all is a social condition subject to the norms and laws that the society regulates. On the one hand, the language persona must adhere to those circumstances. On the other hand, since they are members of that society, they are able to break the general norms to express their personal position on what is happening (Uali, 2007). According to the new scientific paradigm, the main focus of the language study is on a language persona and in this regard new meanings of the language research, important concepts and approaches, and metatheoretical basis are formed. In general, considering the model of the language cognitive nature originated from the works of scientists such as V. Humboldt, Teun Adrianus Van Deijk, E. Sepir, I. Potebnja.

The language personality is viewed from the positions of psycholinguistics, pragmatics, linguoculturology, cognitive science, pragmatolinguistics, ethnolinguistics, text linguistics, sociolinguistics and other anthropocentric directions. The study of the language personality at the intersection of various fields of science causes the complexity and ambiguity of approaches to the definition, structure, criteria and ways of describing this concept. Therefore, the theory of language personality is comprehensively studied in the works of such foreign scientists as Golubkov S.V. (2002), Bolotnov A.V.(2014), Khalyapina L.P. (2006), Ivantsova E.V. (2010a.; 2010b), Germasheva T.M. (2011), Beamer (2001) and many others.

At the same time, Kazakh scientists who worked successfully

were A. Kaidar, E. Zhanpeisov, Zh. Mankeeva, M. Kopylenko, G. Smagulova and other researchers have valuable content not only for ethnolinguistics but also for cognitive research. Nowadays different functioning of the language, the study of lingual-cultural and cognitive aspects and the objectivity of the linguistic activity through human consciousness have been proven. The functioning and use of linguistic symbols and the cognitive interpretation through conceptual structures are important.

In accordance with the scientific theoretical principles of the present-day anthropocentric course, only the formulation of a person's outlook and identity, the use of linguistic usage with the national knowledge of the ethnos can only be interpreted as a language persona.

4. Conclusion

Anthropocentric linguistics approaches the study of the language personality from different angles: from the point of view of the lexical-stylistic system of the language personality, the emotive picture of the world. In a number of works, the language personality becomes an object of complex research. It is the study of the language personality in the totality of its features that helps to understand the structure of a linguistic personality, its world picture, and also to highlight the national traits that are presented in the speech of each person.

The language persona as a difficult, complex system requires the studying from the aspect of linguistic humanities (anthropolinguistics). Studying the language of the person who has made a great contribution to the development of national literature and the spiritual heritage of the nation in accordance with the direction of contemporary humanities (anthropolinguistics) is a matter of national identity and the outlook of the people. It is possible to conclude on the basis of the artistic language analysis, which is based on the educational and informational background of the person who founded the formation of the special word art, their spiritual-social environment and society.

On the basis of the findings of the study of Kazakh linguistics, it is

necessary to study the paradigms of traditional-structured paradigm and linguistic humanism as «old», «new», without interrupting each other, on the contrary, complement each other.

Through the individual features of the language of language persona, not only the national language but also the inner world of the individual becomes more and more open. From this point of view, the notion of a language persona is the inner world of the individual, the sample of their language. Therefore, the works of any writer are not only the history of the nation, the national identity, but also their personality as a personal writer. When describing the writer's view of the world and their attitude to the environment, various words and phrases appear in the description of the character.

As for the problem of the language identity, it is not difficult to understand the significance of studying the notion of the linguistic persona in linguistics. «The combination of linguistics, language and linguistic persona has moved to a new direction of the study» the linguist Yu. Karaulov demonstrates (2004). We can see that this trend is also important for the Kazakh language education, not only because of its master's lab but also for the national language. The identification of a language persona depends on the user's language and public speech skills. Through individual features of a language persona, not only the national language but the inner world of the person reveals itself all around. From this point of view, the notion of a language persona is the inner world of the individual, the model of them through the language.

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