INTERESTING LINGUISTICS AS A MEANS OF FORMATION OF PRIMARY SCHOOL STUDENT'S LANGUAGE PERSONALITY

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Annotation. *In the article the notion of language personality has been defined, the interesting linguistics content components have been outlined and characterized; possible activities have been suggested, which would assist the development of student's cognitive activity in general. The problem of formation of primary school student's language personality, using interesting linguistics elements on the lessons of the Ukrainian language in the primary school has been surveyed.*

Keywords: language, language personality, interesting linguistics, primary school students.

Shifting accent from gnoseological aspect (rules learning and terms or linguistic notions acquisition, etc.) to communicative-functional (that considers language as means of individual's self-expression) is the main priority of linguistic education nowadays. Therefore, the investigation of language personality formation is relevant and multi-pronged.

The notion "language personality" was formulated in the 30's of the XXth century by the academician V .Vynogradov. Later it has been introduced into scientific use with more detailed description by the Russian scientist Y. Karaulov [3]. The problem of language personality deserves greater attention, which is proved by the fact that it is the object of research in psychology (L. Vygovsky, P. Galperin, O. Leontiev, M. Zhunkin, O. Zaporozhets, G. Kostiouk, I. Sunutsia, etc.), psycholinguistics

(I. Lashpyna, L. Kamykova, G. Kalmykov, etc.), linguistics (R. Budagov, F. Batsevich, N. Chomsky, S. Petkov, etc.) and linguodidactics (S. Yermolenko, V. Melnichaiko, L. Matsko, O. Bilaev, L. Skurativsky, M. Pentuliyk, G. Shelechova, etc.).

There are various means and methods of language personality formation on different stages of education discussed in the scientific papers: preschool (A. Bogush, K. Krutii, N. Havrysh, O. Trifiniva, etc.), primary school (M. Valushenko, L. Varzatska, O. Khoroshkovska, etc.) and secondary school (M. Pentuliyk, G. Shelechova, T. Symonenko, etc.).

Moreover, scientists pay attention to such aspects of language personalty as Ukrainian language (O. Semenoh, M. Pentyliuk, M. Palamar, etc.), Ukrainian culture (L. Struganets), linguocultural (M. Maslova), emotional (V. Shakhovsky) and spiritual (L. Skurativsky) ones, etc.

Since personality is not an inborn but rather acquired aspect of a human, its formation and establishment process "considerably depends on the fact, whether the interest to native word, constant desire to acquire something new in native language and to investigate the small riddles of language depth on preschool and primary school stages were developed" [2, p.5].

Therefore, the language personality formation of a student should be accompanied by elements of interesting linguistics on Ukrainian Language lessons, which would help to create the conception of language worldpicture, of wealth and beauty of native language, activate cognitive interest and expand their language worldview.

The issues of interesting linguistics are discussed in various researches of such Ukrainian scientists as A. Koval, Ye. Chak, L. Movchun, I. Vykhovanets, A. Hurevich, A. Stricha, V. Fedorenko, etc. However, among numerous works of linguists there is little information that would correspond with the age peculiarities of primary school students.

The aim of the article is to present the possibilities of interesting linguistics elements application during the formation process of primary school student's language personality.

The essence of the category "language personality" is so multidimensional, that even the scientists' interpretations of its definition vary significantly. Here we provide some of the most appropriate definitions, relevant to the target research context that emphasize the linguodidactic aspect: "language personality is a personality with a set of capacities and characteristics, which determine creation and comprehension of texts with distinctive level of structural and language complexity, depth and accuracy of reality representation" [1, p.188]; "competently operates the system of linguistic knowledge …, produces speaking activity, uses

words skillfully, cares about language and contributes to its development" [7, p.85]; "this is a generalized image of a representative of a language consciousness, national language world-picture, language knowledge and skills, linguistic capacities and abilities, culture and taste, traditions and fashion" [4, p. 27], etc.

Thus, the most important components of language personality are as follows: a need in language communication, national language consciousness, speech behavior and language culture, etc. Language personality possesses such competencies as linguistic, speech, communicative, subject, social and cultural, as indicated in education documents of current Ukrainian legislation.

It is possible to form language personality by changing the content, forms and methods of teaching the course of Ukrainian Language to students at schools. This is possible only if the teacher manages to cultivate in his students the desire to learn the language not only as a school subject, but also as a unique phenomenon. Considering the fact, that the beginning of learning language as a system takes place in primary school, application of the elements of interesting linguistics [6] naturally complementing textbook materials, would facilitate realization of the goal and would help to develop cognitive interest along with the urge for new knowledge.

We differentiate between the following essential components of interesting linguistics [5, p. 22-24]:

– *linguistic aphorisms*. Their condenced character, precision, thought generalization and expressiveness promote better understanding and memorization of linguistic information: *Word is the clothes of all facts and thoughts* (M. Rylsky); *Dictionary is the world in alphabetical order* (A. Frans); *Words are coloured stones. It is not enough only to compile them, it is necessary to learn how to make ornaments with them* (I. Vilde), etc. The application of linguistic aphorisms is appropriate during every stage of the lesson.

– *didactic poetry* – poetic texts on linguistic topics that include rhymed information about studied terms and rules. Combination of fictional and didactic components, form and content harmonious unity along with rhythmic verse organization provide for easy comprehension of the language material. Outstanding representatives of didactic poetry are D. Bilous, N. Krasotkina, A. Svashenko and L. Luzhetska, etc;

– *linguistic fairytales* with sounds, letters, parts of speech or words, sentences and punctuation marks, etc. as main characters. Fairytale plot, ability to imagine, associative and imagery ideas of students assist in solving educational problems. They may create linguistic fairytales individually or in

groups, with given exposition, ending or title and act them out, etc.;

– *comparative-historical linguistics elements* understandable to primary school students. Such facts expand language outlook, help to realize, that language is a developing phenomenon, and set the degree of genealogical relationship between languages: e.g. the oldest letter in the world is "O". For the first time it was mentioned in Phoenician alphabet around 1300 years B.C. and has not been changed at all since. Nowadays, the letter "O" is used in 65 alphabets worldwide; different nations have various interrogative intonations: Armenians put colon (:) at the end of sentence; Greeks – semicolon (;); in Spanish there are inverted question (¿) and exclamation (¡) marks at the beginning of the sentence and the usual ones in the end; among all world alphabets only Georgian one does not differentiate between capital and small letters; Chinese does not use punctuation at all, etc.;

– *interesting facts from terminology and etymology* that complement the knowledge about scientific definitions with information about its origin and frequency of usage, etc.: German poet Goethe, who had been exploring structure and form of plants and animals, invented the term *morphology*;

– *games, interesting tasks and exercises* (crosswords, metagraphs, anagrams, logographics and charades, etc.), *riddles and puns* helping to disclose the peculiarities of linguistic notions:

What part of word may be found in the ground? (Root)

Teacher: What is the past tense of verb "to wake up"

Student: To sleep.

Thus, application of interesting linguistics elements activates exploring activity of students, enriches their knowledge and develops subject competence promoting formation of general language personality.

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