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LANGUAGE ORIENTATION AS AN ASPECT OF HUMAN ACTIVITY

The article is devoted to the research of a phenomenon of language orientation as aspect of human's language activity. The research revealed that language, being a phenomenon of human activity, exists as a set of individual subjective languages (private languages) and as universal objective language (general language). A codified and conventional model is general language; the set of individual ideas about language are private languages. The research showed that correlation between general and private languages forms individual's language experience. As a result of received and comprehended language experience the language orientation of language personality is formed. In turn, society exerts influence the personality by its language orientation in language area. The author determined that vectors of orientation are elements of inner permissive language structure of personality, formed and fixed by individual's language experience in the course of language socialization and social adaptation. Finally, it was concluded that language orientation presupposes the differentiation of language material to relevant and irrelevant. It may be conscious or unconscious. As a result, language experience and language orientation organize and control human's cogitative activity. It is important to understand that consistency and integrity of language orientation system are indications of stability and autonomy of language personality.

Keywords: language orientation; language activity; private and general language.

Introduction

The present-day world is characterized by strained relations between nations, cultures and, consequently, languages. Generally, the relations between languages are due to state ideology and political problems that occur in a particular country. To describe this, the term *language policy* is used, and we should understand it as "the combination of ideological principles and practical actions for solving language problems in society, state" (translation from Russian) [1, p. 616]. Following or resisting of this policy create complex linguistic relations and confrontation between them. Many researchers write about this generally [2–4]. The articles relevant to a particular language are devoted to these problems [5–11].

Language policy is involved in the language orientation of a person choosing a language for communication one way or another. The internal personality problem is related to this. A person, interacting with other people in society, must sometimes balance between the "need for identity" and the "need for mutual understanding" [12, p. 11].

The advantage of one language over another is revealed in its wide usage, performance of various functions, and long-lasting history. Such a language is given a rank of official standing; it is supported by the state leading specific policy of language advocacy in the world. Politicians and scientists stand for different ways of dealing with societal multilingualism and minority issues. However, in recent years issues of language policy have been discussed more controversially [13].

However, "the recent well-justified alarm that many thousands of languages (a very high proportion indeed of all those now in existence) are dying and that thousands more are destined to die out during the first half of this century" [14, p. 1]. Death of any language is unattainable "luxury" not only for linguistics but for the whole concept of the world also. It is crucial to understand that every language of the world has its own way and destiny. Scientists can reasonably forecast further language development by studying its mechanisms. This mainly determines language policy of a state for saving state- and nation-forming language. For that end it is required to know the role of language and language society in forming language personality and the role of personality in forming the language and language society. The central notion of individual linguistic activity of a person is the notion of *language orientation* based on linguistic experience of a person within a certain language area. This defines the basis of communication that "represents the ability to express and interpret concepts, ideas, feelings, facts and opinions in writing, as well as orally (listening, reading and speaking) and to interact linguistically in the proper and creative manner in all situations generated by social and cultural life" [15, pp. 1770-1771]. The article continues research on this topic [16].

Discussion
The area of linguistic socialization
and development background of language
orientation

Every language is the crucial historical and cultural value created by people and humanity. This connection was expressed in Humboldt's words: "Die Sprache ist gleichsam die äußerliche Erscheinung des Geistes der Völker; ihre Sprache ist ihr Geist und ihr Geist ihre Sprache" [17]. This makes each language appreciated. Any language verbalizes vision of the world, its system, processes and relations between phenomena that people have: "Die Sprache interessiert mich bloß um ihrer selbst willen. Sie weicht so erstaunlich von allen andern ab, und sie trägt noch so viele Spuren von der ersten rohen Ideenentwickelung. Das ist mir überhaupt beim Sprachstudium fast allein wichtig, daß man die vielfältigen Arten kennen lernt, in welcher die Ideen ausgedrückt werden können" [18]. Language forms linguistic world-image which is the framework for linguistic activity of each language and native speaker: "Verschiedenheit ist nicht eine von Schällen und Zeichen, sondern eine Verschiedenheit der Weltansichten selbst" [19]. In this case, we can talk about language "im Hinblick auf Natur und Beschaffenheit der Sprache, "in reiner und gebildeter Form wiederholt" [19, p. 155].

The complexity of forming general (versatile) knowledge about language as a phenomenon of human activity and about every single language in particular is related to the fact that language is a specific system which meets both the demand for humanity and national communities' communication and the demand for self-actualization of an individual. Consequently, language as a system generating society and an individual and, at the same time, being generated by society and an individual, is such a complex system that it is possible to study language only taking all available knowledge of various sciences about human and society into account. And the more we study the language, the more we understand the amount of unstudied that is hidden inside. It is complex systems that are being studied by modern science.

Any language system, in our point of view, consists of four levels:

1) *universal, cross-cultural* (this level includes categories characteristic for human reasoning in general and phenomena which exist in all languages of the world; these linguistic phenomena are designated as linguistic universals and characterize language as a human activity phenomenon as a whole);

2) *mental, national* (this level contains specific characteristics of a language; they reflect national mentality and verbalize / lexicalize phenomena and processes met in the society that are specific for a nation, like household items, etc.; this level characterizes language as a means of national identification);

3) *social, public* (this level contains features specific for some social human associations according to profession, age, gender, hobby, religion, etc.; this level characterizes language (more specifically the form of its existence, i.e. social and regional dialects, stylistic differentiation) as a means of social identification);

4) *individual, personal* (this level is characterized by individual linguistic and speech human activity, his author's initiative).

Crossing, these levels promote, on the one hand, the generation of multitude individual subjective languages, on the other hand – statistical partition of subjective language elements generates versatile objective language (general language). Subjective languages correspond to the individual level, while the objective language corresponds to the mental one. The cross-cultural level corresponds to a human and humanity talent of languages. Social level takes an intermediate position between mental and individual levels, as it is narrower than the national language but wider than an individual language concept of a human being. Every language as a system is created primarily on universal and mental principles. Metal principles of a language form the foundation for objective (as a rule, national) language. While language evolution is defined by probabilistic factors that continuously change the system making it "alive".

No language can be formed by itself without language and native speakers. As a result, "basic orientations toward language and its role in society influence the nature of language planning efforts in any particular context" [21, p. 15]. Linguistic and speech activity of every person is inevitably reflected on the language, the system is being continuously corrected, cause-and-effect relations are being specified, system units are being lost, stabilized and obtained, etc. In their turn, linguistic experience, linguistic area and potential of a language that is spoken by a person create constantly changing human linguistic world-image. The availability of verbal means of communication in each nation defines the universal human ability to use languages. Every nation in its history forms the national language that contributes to its national identification. Many nation members speak the same language, use the same language system in group communication having individual strategy of verbal behavior. And, in this case, language performs the function of personality self-actualization. This

function is quite important as a nation is not just a set of members; it is the personalities sharing the same cultural and linguistic area.

Language is the utmost complicated system of communication. However, language represents not real but conceivable unity. The conceivable property of this system is shown in the fact that language is taken by language and native speakers as a model, a structure containing knowledge both of language contemporary state and of its history in their strong interrelation. Every person realizes language as a specific structure, a model, that consists of separate elements interrelated in various ways. The codified and conventional models are the objective language, while the multitude of individual language conceptions is subjective language.

Languages are open, unique systems of human communication developing in a non-linear manner that reflect specific mental and individual world-image vision. A human being is the centre of this vision as a subject of cognition, speaking and reasoning. Being a tool and result of human thinking activity, languages play a crucial role in perception and classification of world elements.

Linguistic worldview is a complicated and ambiguous protensive cognitive product of human and social activity. On the one hand, linguistic worldview is formed under the action of linguistic and speech human activity, and thus becomes its result, on the other hand, linguistic worldview is linguistic and speech environment where linguistic personality is arisen and formed.

Linguistic personality and its linguistic competence are formed on the basis of the linguistic experience possessed by a person. According to linguists and psychologists the development of linguistic personality is a life-long process. Linguistic personality socialization is related both to the process of education and to self-education process. Speech and linguistic human activity are the indicators of general human knowledge, linguistic competence, personal initiatives and motivations, and emotional state.

During historical development every generation uses the language form inherited from its predecessors. Language continuity as a historical regularity defines the general structure of a language and the direction of its development where an individual acts. Linguistic personality is an autonomous language and native speaker able to information coding and decoding, making and apprehending of statements that contain individual cognitive and axiological peculiarities.

The notion of "linguistic personality" itself cannot be fully developed using knowledge and achievements of linguistics only. Knowledge of psychology, philosophy, sociology, and axiology should also be taken into account as a human being becomes a personality in the aggregate of his social relations, psychophysical features and his philosophical visions at certain time. The notion of *linguistic personality*, its activities and structure are well studied in linguistics. The detailed study of this matter is the evidence of the fact that deterministic approach in linguistics is not taken as the absolute one anymore and the interest to individual opportunities and abilities took the centre stage. Anthropocentricity of linguistic world-image is not taken only as the fundamental principle of linguistic activity of a person being an integrated representative of biological species of homo sapiens. It is taken as the starting point of reasoning product development of every single person – native and language speaker.

Knowledge, consciousness and cognitive capacity of a person are oriented on education and self-education and are stipulated by these capacities. Cognitive activities, self-education of a person are related to personality initiatives; it is an inner consciousness process of a person, the need to master the language produced by the person. Self-education is oriented on individual thinking activity of a person and is directly dependent on the needs which a person wants and is aimed to reach in his life and in society. Educational activity is an external process, social activity of other people towards the person. Education is directed at the average language proficiency level that is determined by integrated person language proficiency level it is directed at. It depends on the needs a person has to implement on public opinion. Education and self-education quite often contradict each other as they are different in knowledge direction and knowledge stock.

Interdependence of linguistic experience, linguistic area and language orientation in personality realization

In the result of education and self-education an individual gains linguistic experience which serves the basis for further prediction and generation of verbal behavior. Linguistic experience can be either positive or negative. Positive linguistic experience is formed in the result of successfully realized communication, positive emotions gained from reading, first of all, literary texts, etc. Negative linguistic experience is formed in the result of unsuccessful communication, communicative mistakes, negative emotions gained from communication and reading literature. Individual abilities and needs to master and apply the language develop case lan-

guage proficiency (language proficiency that is maximally or minimally abnormal with regard to the mean value). As a result of gained and learned language experience, a linguistic personality is formed which is taken by society either communicatively successful or unsuccessful. Interpretation of success, however, is often turned to be connected not with high level of language proficiency but with satisfaction of communicative inquires that are given by the society. In this regard, the society has an influence on the personality – the society provides language orientation of the personality within the linguistic area.

In the result of gained and comprehended language experience a linguistic personality generates language orientation, i.e. preferences in communication, the way of communication, linguistic means selection, choice of literary source, etc. A set of linguistic activity determinants (ideas, knowledge, interests, motives, objectives) specific for an individual or a group of people and also existence of language form corresponding to this activity which is taken as satisfactory and positive within one or another communication should be understood as language orientation.

Orientation vector is elements of personal inner dispositive language structure formed and solidified by personal linguistic experience during linguistic socialization and social integration. Language orientation implies language material division on relevant (significant, essential) and irrelevant (insignificant, inessential) by individual acceptance or rejection of language norms and usage of language elements in speech. The chosen language form is comprehended as ultimate horizon of language element usage in fundamental communicative objective and verbal self-actualization achievement and also as a set of acceptable means to implement a communicative task.

Language orientation can be conscious or unconscious, it defines tendency to linguistic activity perception, estimated deviation from usual verbal environment, relevant behavior of a person and prospects to future perception of new language material. Linguistic experience and language orientation provide personality integrity and stability, define verbal behavior program, set up and control cognitive area and language usage as a means to achieve objectives and author's initiatives.

Language orientation is, on the one hand, preferences in choosing and using language elements, readiness to apply them, on the other hand, it is the renunciation of other language means badly fitting into linguistic medium and unreadiness to apply them. Language orientation defines linguistic dominant, i.e. the advantage of one form of language existence over another in verbal behavior of the individual. Like other value orientations, language orientation sets general tendency of person communication directed at meeting the needs and, which is more crucial, at motivation accomplishment.

Language orientation develops via the application of one or another language means correlated with a specific communicative situation and via the expression of fundamental categories of thought (assessment, expression, figurativeness, etc.), solving problem and conflict communicative situations that correspond to the chosen verbal behavior and consistent repeatability of linguistic stereotypes by means of language.

Language orientation can be confirmed, reconsidered or changed in the result of various dispositive reasons. It is connected in many respects to self-identification, reflection and self-actualization not only in language but also in social aspect.

Consistency and integrity of language orientation system are the signs of stability and independence of linguistic personality, while contradictoriness and inconsistency are the signs of instability and dependence (on linguistic environment, linguistic stereotypes, etc.). However, any language orientation has constructive linguistic intensity vector dividing the linguistic environment into satisfactory and unsatisfactory, into positive and negative. It is the vector that defines the speech of a person and resists entropy and disorganization of linguistic environment where the individual lives and acts. Perception and comprehension of another, unusual linguistic area, results in arising conflict overcoming that can be accomplished by adoption, non-acceptance or partial learning of new language material.

Verbal behavior and language orientation setting result in linguistic stereotyping, i.e. readiness and ability to act in accordance with adopted, tested and set verbal behavior assessed as positive and satisfactory.

It should be noted that self-determination of a person is simultaneously possible in various parts of linguistic area common for the social medium with different language norms and scarcely ever coordinated against each other. In this case, the transition from one language norm into another becomes possible depending on the communication objective and self-sentiment of a person in speech situation and linguistic area. However, it is not just a relevant transition, for instance, from colloquial speech to the literary one in a specified situation; it is the change in behavior due to classified speech and language priorities. As a rule, a person has one language orientation for which the conscious (and,

usually, consciously desired) verbal behavior is supported by the unconscious. However, a person in different situations can also follow some other verbal behavior models deviating from his basic language orientation and taken as uncomfortable, undesirable and forced ones.

Forming of language orientation, like all other value orientation, is connected with value-rational action, i.e. the action that corresponds to the demand made by a person to himself and also situational (ready for behavior to satisfy a specific need in a given situation) and set (the set behavior when the situation repeats) social attitudes. Language orientation defines the language attitudes which should be understood as integral dynamic state of a person, the state of readiness to a specific speech activity provided by the person's need and the corresponding speech situation.

In general, language orientation consists in unconsciously chosen way of people communication made in accordance with their concepts of comfortable and satisfactory communication. Quite often they are unsatisfied with communication due to communicative difficulties in phasing or speech perception by other people.

It is significant that language orientation is the guide of the author's initiative of a person, i.e. it is the very thing that allows a person to express thoughts and the reason why the person uses just that very language form. And in this relation, language orientation is directly connected with creative abilities of a person and is caused by them. Self-actualization and self-expression are connected with the verbal behavior type. The constructive verbal behavior is characterized by self-reflection that is why it assists the creative initiative development and implementation. Unconstructive verbal behavior destructively influences a person himself, breaking the integrity and results in barrenness of language expression and the person.

Conclusion

Thus, language orientation is implemented in linguistic area where a person realizes his linguistic activity and contributes to the individual linguistic experience accumulation. This process is quite important in the formation of linguistic personality and personality in general as long as "linguistic experience, linguistic area and potential of the language an individual speaks make the ever-changing linguistic world-image of a person, his individual linguistic view of the world" [22, p. 214].

A linguistic personality can apply the available language potential in the result of its creative potential implementation. Language is an open system

developing in a non-linear manner. It is open to everything new that can a personality creatively developed in respect of linguistics contribute to it. The very language development is stipulated by linguistic activity of language and native speakers who create and modify language elements and their relations. And in the result of this activity the probe-testing of new speech elements and their consolidation in the language or their rejection take place. Consequently, diversity is required for language system development as the tendency to uniformity is fatal for any system. Language life is directly dependent on language ability to express ideas and thoughts of a person who uses the language system as a means of communication. Thus, multi-functionality and, consequently, language vitality are provided.

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ЯЗЫКОВАЯ ОРИЕНТАЦИЯ КАК АСПЕКТ ЧЕЛОВЕЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

Статья посвящена исследованию феномена языковой ориентации как аспекта языковой деятельности человека. В ходе исследования было выявлено, что язык, будучи явлением активности человека, существует как совокупность отдельных субъективных языков (частных языков) и как универсальный объективный язык (общий язык), при этом кодифицированная и традиционная языковая модель является общей формулировкой; а набор индивидуальных представлений о языке является частным языком. Исследование показало, что взаимосвязь между общим и частным языками формирует языковой опыт индивидуума. В результате полученного и постигаемого языкового опыта формируется языковая ориентация языковой личности. В свою очередь, общество оказывает влияние на личность своей языковой ориентацией в языковой сфере. Автором было определено, что векторы ориентации – это элементы внутренней разрешительной языковой структуры личности, сформированные и зафиксированные языковым опытом личности в ходе языковой социализации и социальной адаптации. В завершение были сделаны выводы, что языковая ориентация предполагает дифференциацию языкового материала к релевантному и неактуальному. Это может происходить как сознательно, так и неосознанно. Следовательно, языковой опыт и языковая ориентация организуют и контролируют деятельность человека, направленную на его выживание. Важным при этом является понимание того, что непротиворечивость и целостность системы языковой ориентации являются признаками стабильности и автономности языковой личности.

Ключевые слова: языковая ориентация; языковая активность; субъективный и объективный языки.

For Citation