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PSYCHOLINGUISTIC ANALYSIS OF COMMUNICATIVE PERSONALITY OF CADETS.

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This article explains the concept of communicative personality from the perspective of psycholinguistics and communication theory. The main parameters of the communicative personality are determined based on its individual properties and characteristics, its degree of communicative needs, her cognitive skills and communicative competence in the perception and processing of new information; differential characteristics and peculiarities of linguistic communicative behavior of the individual in society.

The author underlines three key parameters, defining the character of cadet's communicative personality (motivational, cognitive and functional), highlights the important component in the process of communicative personality development (a stage of education), as professionalization of a personality takes place, all necessary professional competencies, behavioural norms and values, ideals and, internal structures of a personality are developed. This stage is marked by the acquisition of the language for specific purposes that mean the professional linguistic consciousness is developed. Drawing on research of the military discourse, the author has allocated the texts, influencing language consciousness of the military (professional and motivational); defined the key characteristics and peculiarities of cadet's speech.

The common language, physical and intellectual activities, habits and customs identify the representatives of military professional subculture. The language of military personnel of any country includes two key subsystems that may create difficulties for misguided person of the given professional environment: terminology (regulated by official documents) and slang. These subsystems are replete with different kinds of abbreviations, because one distinctive feature of military language is brevity. The article stresses that active using abbreviation in forming the military terms, in the language used for business, as well as widespread distribution of abbreviation in spoken language have an impact on the forming the slangy speech of cadets. Therefore, abbreviation is widely using in the cadets' speech and spreading from the language of official and scientific sphere to the spoken language and slang. The article concludes that the familiarity with the above-mentioned characteristics of the communicative personality of cadets is key to providing good understanding language perception of the given professional group. Structural integrity of communicative personality permits consideration of cadets in the training process with regard to their readiness to implement the communication as consistency of language system and communicative situation.

Key words: cadet, military higher education institution, communicative personality, psycholinguistic analysis, speech, abbreviation, slang.

Павлова О.О. «Психолінгвістичний аналіз комунікативної особистості курсантів»

У статті розглядається поняття комунікативна особистість курсантів з позиції психолінгвістики та теорії комунікації. Основні параметри комунікативної особистості визначаються з урахуванням її індивідуальних властивостей та характеристик, ступеня її комунікативних потреб, її пізнавального досвіду й комунікативної компетентності при сприйнятті та переробленні нової інформації; диференціальних мовлених характеристик й особливостей комунікативної поведінки цієї особи у соціумі.

Авторка виділяє три головних параметри, що визначають характер комунікативної особистості кадетів (мотиваційний, когнітивний й функціональний); підкреслює, що важливою ланкою у формуванні професійної комунікативної особистості є етап навчання, оскільки саме у процесі навчання відбувається професіоналізація особистості, формуються всі необхідні професійні компетенції, норми поведінки та ціннісні орієнтири, ідеали й внутрішні структури особистості. На цьому етапі відбувається опанування професійною мовою, тобто формується професійна мовленнєва свідомість особистості. Спираючись на дослідження військового дискурсу, автор розділяє два види текстів, що діють на мовленнєву свідомість військових (мотиваційні та професійні тексти); виділяє ключові характеристики мови кадетів.

Представники військової професійної субкультури характеризуються спільністю мови, матеріальної та духовної діяльності, традицій та звичаїв. Мова військовослужбовця будь-якої держави включає дві ключові підсистеми, які можуть викликати труднощі у людини, яка непосвячена у це професійне середовище: термінологія (регламентовану офіційними документами) та сленг. Обидві підсистеми рясніють різного роду аббревіатурами, оскільки відмінна риса мови військовослужбовців - лаконічність. У статті підкреслюється, що активне звернення до аббревіації при утворенні військових термінів, у мові ділових паперів, а також масове проникнення аббревіатур у комунікацію впливає також на формування жаргонної лексики курсантів. Аббревіація, таким чином, дуже широко поширена у мові курсантів військового вишу та активно проникає з мови офіційно-ділової та наукової сфери діяльності в комунікацію та жаргон.

У роботі зроблені висновки, що знання вищевказаних особливостей мови кадетів може надати значну допомогу у вивченні мовленої свідомості цієї професійної групи. Структурна цілісність комунікативної особистості надає змогу розглядати кадетів у навчанні з точки зору їх готовності здійснювати комунікацію як єдність мовленої системи та комунікативної ситуації.

Ключові слова: курсант, військовий виш, комунікативна особистість, психолінгвістичний аналіз, мовлення, аббревіатура, сленг.

Павлова О.О. «Психолінгвістический анализ коммуникативной личности курсантов».

В статье рассматривается понятие коммуникативная личность курсантов с позиции психолінгвістики и теории коммуникации. Основные параметры коммуникативной личности определяются с учетом ее индивидуальных свойств и характеристик, степени ее коммуникативных потребностей, ее познавательного опыта и коммуникативной компетентности при восприятии и переработке новой информации; дифференциальных языковых характеристик и особенностей коммуникативного поведения этой личности в социуме.

Автор выделяет три основных параметра, определяющих характер коммуникативной личности (мотивационный, когнитивный и функциональный); подчеркивает, что важным звеном в формировании профессиональной коммуникативной личности является этап обучения, поскольку именно в процессе обучения происходит профессионализация личности, формируются все необходимые профессиональные компетенции, нормы поведения и ценностные ориентиры, идеалы и внутренние структуры личности. На этом этапе происходит овладение профессиональным языком, то есть формируется профессиональное языковое сознание личности. Опираясь на исследования военного дискурса, автор разделяет два вида текстов, действующих на языковое сознание военных (мотивационные и профессиональные тексты); выделяет ключевые характеристики языка кадетов.

Представители военной профессиональной субкультуры характеризуются общностью языка, материальной и духовной деятельности, нравов и обычаев. Язык военнослужащего любого государства включает две ключевых подсистемы, которые могут вызвать трудности у человека, непосвященного в данную профессиональную среду: терминологию (регламентируемую официальными документами), и сленг. Обе подсистемы изобилуют различного рода аббревиатурами, поскольку отличительной чертой языка военнослужащих является его лаконичность. В статье подчеркивается, что активное обращение к аббревиации при образовании военных терминов, в языке деловых бумаг, а также массовое проникновение аббревиатур в разговорную речь оказывает влияние и на формирование жаргонной лексики курсантов. Аббревиация, таким образом, очень широко распространена в речи курсантов военного вуза и активно проникает из языка официально-деловой и научной сферы деятельности в разговорную речь и в жаргон.

В работе сделаны выводы, что знание вышеуказанных особенностей языка кадетов может оказать значительную помощь в изучении языкового сознания этой профессиональной группы. Структурная целостность коммуникативной личности позволяет рассматривать человека в обучении с точки зрения его готовности осуществлять коммуникацию как единство языковой системы и коммуникативной ситуации.

Ключевые слова: курсант, военный вуз, коммуникативная личность, психолінгвістический анализ, речь, аббревиатура, сленг.

Problem statement. Firstly, the research activities are related to the fundamental changes in the country, taking place under all reformed sectors of Ukrainian society, as well as the armed services;

secondly, with regard to new requirements for graduates from military higher education institutions, that would practise their profession in the army. This implies the necessity of undertaking

targeted work on the development of social-communicative skills of cadets that are integral to communicative competence. The specific nature of the current situation requires a future military officer not only to possess knowledge, skills in their specific professional activities, but also to have practical skills and experience in organizing the psychological, public information and education; making responsible decisions in extreme situations; regulating the relationships; promoting an equitable dialogue among subjects; conducting the negotiations.

According to psycholinguistics, the communicative personality is considered as one of the personality expression, a result of his\her individual features and characteristics, depending on communicative needs, cognitive diapason, developed in the process of learning experience and the communicative competence (an ability to select the communicative code, providing adequate understanding and targeted transmission of information in a given situation). The cadets of military higher education institutions, as a research object of this work, study and their communicative personality is formed under special and specific social conditions. Furthermore, they develop specialized spoken form of communication: formalized and specifically limited.

Literature review. A closer look at the scientific literature reveals, that so far the issues about the communication, communicative approach to the training and educational process are the focus of attention of a number of researchers. A. Verbitskiy, I. Zimnaya, M. Lukyanova, I. Revyakina, V. Slastenin, N.Sulova, N. Talyizina, V. Yakunin have examined the issues about the process of the formation and development of communicative competence of a specialist. The psychology and pedagogical analysis of communicative activity of a person has been captured in the works of B. Ananov, G. Andreev, M. Bityanova, A. Bodalev, Y. Emelyanov, V. Kan-Kalik, V. Kunitsyina, B. Lomov, N. Obozov, A. Petrovskiy, etc.

However, although all the works listed above, in their entirety, are a significant theoretical and practical contribution to the discussed problem, their aim was not to conduct the psycholinguistic analysis of communicative personality of cadets; there is also a shortage of studies on the forming and developing professionally important peculiarities of personality, the potential of speech diagnostics of personality traits is not sufficiently utilized, that led to the present study.

The purpose of the article. This work attempts to analyze the concept “communicative

personality”, to define substantive parameters, which specify the nature of communicative personality. The key characteristics of military language have been allocated; specificities and particularities of cadets’ speech have been identified and formulated through a broad psycholinguistic analysis of communicative personality of cadets of military higher education institutions,

The statement of the main material.

Psycholinguistic problems of a personality and their manifestations in human life, in particular in language activities, more frequently have captured the interest of researchers recently. Examining the psycholinguistic activity is at the heart of reorientation of the sciences, thus contributing to consolidating the comprehensive study of the person, who is speaking and communicating. Therefore, “communicative personality” acquires the status of the integral object in a whole range of science. The concentration of person’s individual personalities in semantic speech content and peculiarities of his\her behavior is a problem, relating to both the linguistics and the psychology that again proves the necessity to study the person’s language behavior, using the linguistic and behavioral methods. From this perspective, a personality, his\her language activity through communication needed to be re-examined, thus broadening the scope of linguistic and psychological methods to study it.

Since the language behavior is considered as an individual language manifestation of a personality, the personality, expressed in linguistic form and through a language, rather a communicative personality by means of his\her linguistic and psychological characteristics should be studied. A person, undertaking the speech activities, is an objective to study for a number of language sciences and human sciences.

Psycholinguistics as a science is relatively new (in the 1950s) and nowadays is one of the leading “language sciences”. The concept of “psycholinguistics” should be interpreted as a science that studies linguistic and psychological approaches to language human activities, cultural and social methods of using a language in the process of oral communication and individual verbal and cogitative activity. Communicative personality is under examination by psycholinguistics, its diversity of characteristics and properties, considered in the light of individual-psychological aspects.

According to researchers, working in the area of psycholinguistics, every person possesses individual psychological characteristics. It is kind of a visiting card of a personality. The peculiarities

of communicative process are influenced by age, gender, education, profession, nationality and many others. Personality's belonging to different social groups, both to large (ethnos, class) and small (family, work, studying) has a considerable effect on the behavior and development of his\her language skills in the communicative process. A native speaker possesses the characteristics of "collaborative communicative personalities". For instance, a person can be both a communicative personality of a military officer and a communicative personality of head of the family, a communicative personality of a citizen of a country at the same time.

Psycholinguistics uses a language as a tool for studies in the field of psychical phenomenon, among which the identity is of particular interest to modern natural sciences and humanities. In a globalized world, under constant social and economic changes, a person often has difficulty defining the belonging to a social, language, national, professional, political, religious, ethnic and other groups. Meanwhile, according to the modern researchers, the stable identity is considered as a basis of integrity of the human person, as well as maintenance of social groups largely due to high degree of identity of its member.

Identity means that a person feels the sense of unity with some social group, his\her identification with its concrete characteristics. Professional community is a basis of professional identity, which is currently being considered in the ethnic, social and cultural context, against general ethnic, social and cultural, public, civilizational identity. In psycholinguistic sense, a communicative personality with language conscience is a subject of professional identity.

A communicative personality constitutes a relatively new concept, it was originally studied by linguists and considered as a participation of a communication process, subject/object of linguistic manipulation and it was historically appropriate. The increased interest in the given phenomena took place in the 1980s, in connection with the development of researches in the field of artificial intelligence. The rapid growth of communication tools, improved information flows, instrument for influencing wide sectors of the population and ways of possessing, applying, analyzing and storing the information have resulted in fundamental changes in the processes of human interaction (communication). The information component of society, forming a basis of new cultural and civilizational paradigm, has defined the significant changes in understanding the

communicative processes in general and a role of a personality in particular (Korkiya, 2017, p. 29-31). A communicative personality as a participant or/and an actor of communicative processes, whose essential features can help to explain and reflect on paradigm transformations of society, is becoming the centrepiece of the humanitarian knowledge. It should be noted, that the emergence of term "communicative personality" is certainly associated with expanded the scope of the study concerning a personality within the framework of linguistics. The following key approaches to study the phenomena of communicative personality have been allocated:

1. The concept of "language personality" is broader than "communicative personality". A language personality is expressed in mental, language, speech, communicative sides and interpreted as "supercategory".

2. The concepts of "language personality" and "communicative personality" are not delineated. A language personality in communication circumstances is considered as a communicative personality.

3. In the opinion of V. Konetskaya, the concept of "communicative personality" involves the characteristics, related to the choice of verbal language, as well as nonverbal language, using artificial and mixed communicative codes, providing interaction between human and machine (Konetskaya, 2011, p.12-14).

A communicative personality is understood in psycholinguistics as one of personality's manifestation, resulted from a variety of its individual features and characteristics, and the latter, in turn, are determined on the basis of his/her communicative needs, cognitive range, formed as a result of a learning experience, as well as communicative competence (an ability to select the certain communicative code, providing the adequate perception and targeted transmission of information in a specific situation).

M. Salomatina proposes the following definition of communicative personality: "communicative personality is defined as the communicative identity of a human (individual communicative personality) or averaged communicative identity of a society (collaborative communicative personality), which comprises a combination of integral and differential linguistic characteristics and peculiarities of communicative behavior of a person or society, perceived as characteristics for the given type of personality by members of relevant lingvocultural community» (Salomatina, 2005, 85–86).

Three substantive parameters, which specify the nature of communicative personality, have been allocated:

The motivational parameter is defined by individual needs of a personality, which are presented as strong and effective motivators of a communication process. On the one hand, the existence of motivational needs is a condition for the person's communicative process; on the other hand, the combination of motivational needs characterizes the individual as a personality. Every individual, forming the various needs in his/her own sphere of activity, correlates their implementation with a sphere of activity of the concrete social group, of which he/she is a member and/or a society in general. In seeking to satisfy the needs, he/she interacts with the environment, develops and realizes the strategies to target potential communicators, using the various means/communicative units, reflecting his/her value orientations, moral and ethical principles, etc.

The *second parameter* of a communicative personality has cognitive nature, where it is considered from intellectual and emotional individual characteristics. A communicative personality perceives the information obtained through individual social experience, education and other factors. These factors result in action force on the other communicator as well as a person's ability to self-identification and self-assessment in specific situations. The person's manifestation of ability to apply the socially conditioned norms and settings is an essential moment in the communicative process. The variability of social measures adopted may refer to an individual asserting himself/herself as a personality through individual personal characteristics.

The third, *functional parameter* is expressed in action mature of communicative personality and, according to the model of V. Konetskaya, conditioned by the practical applying the individual means of communication both verbal, and nonverbal. These sets of tools and an ability to apply them allows the individual manifest himself/herself in the communicative process; in the dialogue speech, in strengthening speech, an ability to select and apply the individual communicative codes as well as the appropriate in social situations.

The stage of education is an essential element in the development of professional communicative personality, as professionalization of a personality takes place, all necessary professional competencies, behavioural norms and values, ideals and, internal structures of a personality are developed. This stage is marked by the acquisition of the language for specific purposes that mean the professional

linguistic consciousness is developed (Kubits, 2005, p.10). Therefore, there is every reason to consider the cadets as professional communicative personalities and study their sociocommunicative goals, including identity, by means of psycholinguistic methods.

All military higher education institutions with the objective of training military officers for one military organization are subordinate to the single political and military command. The activities of cadets are governed by general statute and guidance documents; the training process is carried out on centralized curricula. There is continuous interaction at the level of officers-teaching staff of higher education institutions, including through rotation.

All of that make it possible to consider the military higher education institutions as a single system, although there are their own traditions in each of them. Therefore, the cadets' language perception is developed under the same conditions, under the influence of the same texts (discourses).

According to the theoretical understandings of language perception, in order to build a model of the linguistic consciousness it is advisable to use the following as incentives:

1. Lexical units, encountered in the representational national and regional associative base. The core words of the given associative base could be used to study the influence of professional identification on the ratings of these words.

2. The words, related to semantics with one of the strata of awareness.

3. The words, which are important in the given professional field. We are not talking about the terms (they have clear and unambiguous definition and have not emotional coloring), but about the words of general lexicon, naming the components of activity frame of studied professional group, making specific professional sense.

The communicative personality, his/her individual psychological peculiarities are present both in the coherent texts and (complete connected statements) and in language output on the pretext level, for instance, in selected words, expressions and phrases. The texts (written and oral) are the source of significant word forms, applied in the military professional environment. Drawing on research of the military discourse, the following texts, influencing language consciousness of the military, should be divided into two types (Sdobnova, 2014, p.216):

Motivational texts. These include formal speech, slogans, marching songs and other motivational and incentive texts, mobilizing the motives through understanding and addressing to emotionally-ethical sphere. These texts are

characterized by high-pitched stylistics, expressing through specially selected ideologically fulfilling vocabulary.

Professional texts. These include documents regulating the actions of the military, manuals, orders and other texts, describing the possible paths and sequence of actions, formalizing them that way. Neutral stylistics, professional terms and speech cliché using characterize these texts.

Communicative actions of cadets in various professional situations can also involve buzzwords, slang, codewords, but in that case, stylistics can decrease significantly and acquire the emotional connotation.

The researchers highlight the following characteristics of military language:

1. Representability, expressiveness, metaphoricity of words and expressions. These properties apply not only to the military slang vocabulary, but also on codewords, such as active components of naming weapons units and military equipment (“Carnation”, “Torrent”, and “Bumblebee”). These codewords, as a rule, are characterized by unobliterated representability and meet the needs of the language saving.

2. Familiarity and broadness of language units, resulting in « dissatisfaction of welfare, catering sector, service, themselves and the others within the army.

3. Frequent application of abusive words, which «serves as a means of adaptation to conditions unfamiliar to the person, promotes to develop friendly relations in military units, has a positive impact on removing psycho-emotional tension» (Lupanova, 2018, p.76).

4. Using the sneering and jeering phrases «expressing humorous attitude to various aspects of cadets’ lives» (Lupanova, 2018, p.79). «Humor in the conditions of military service carries out the emotional function – the reduction of psychological pressure through laughing at things, posing threats» (Lupanova, 2018, p.78). Military humor is important for cadets psychologically. Self-deprecating humor serves as the protective response to monotonous daily routine, constant regimentation, military orders. The appraised character of the same word can vary in the conscious of military and civilians.

5. The representatives of military professions frequently use widely recognized the military clichés under typical conditions of conversation. The military clichés serves as «means of social marked communication». Thanks to clichés, the cadets identify themselves as belonging to a certain group. The clichéd expressions serve not only as means meeting needs of intragroup

society, but also as a particular verbal indicator, a caste-based feature belonging to the military subculture (Romanov, 2017, p.122). Clichés can also serve as a source of slang and military humor.

The representatives of military professional subculture are identified by their common language, physical and intellectual activities, habits and customs. The language of military personnel of any country includes two key subsystems that may create difficulties for misguided person of the given professional environment: terminology (regulated by official documents) and slang. These subsystems are replete with different kinds of abbreviations, because one distinctive feature of military language is brevity.

The cadets of military higher education institutions during their professional activity and everyday life are constantly confronted with phenomenon «*abbreviation*». Firstly, the abbreviation is actively used to define and contract words or concepts, relating to the military basic vocabulary. In the modern army there are many new concepts, engaging the new terminology development. The military terms and definitions usually consist of complex collocations and compounds (e.g. spotting-and-reconnaissance aircraft, canopy express truck, submarine multi-barreled jet grenade launcher, light armored multipurpose tracked tractor, naval special operations reconnaissance facility, rocket-propelled grenade launcher, etc.), for these reasons the extensive use is made of the abbreviations and related acronyms associated with defense and army. As a result of this process there are a great number of formally accepted abbreviations: he names are different weapons, vehicles, locations (AK - Kalashnikov assault rifle, PK - Kalashnikov machine gun; PKM - modernized Kalashnikov machine gun; RPG - hand-held anti-tank grenade launcher; SVD - sniper rifle; DShK - heavy machine gun, etc.), military equipment (APC - Armoured Personnel Carrier, AMPV - mechanized infantry fighting vehicle, BRDM - armoured reconnaissance car), branches of the armed forces (AF - Air Force, ACCS - Automated Command and Control System) and others. The cadets are always facing various abbreviations in the training process of special disciplines during military exercises and drills (e.g. SFFS - service and fighting functional slot, POEPS - public order enforcement and public safety). Abbreviations of terms are included in active vocabulary of cadets and might be perceived as the cadets’ slangy expressions. In addition, the abbreviation, as practice has shown, is actively applied in the language of official documents within the military organizations. It is noteworthy

that these abbreviations from the language of official papers are actively used in spoken language and systematically applied not only in administration or for official business, but also in colloquial speech. Active using abbreviation in forming the military terms, in the language used for business, as well as widespread distribution of abbreviation in spoken language have an impact on the forming the slangy speech of cadets.

Therefore, abbreviation is widely using in the cadets' speech and spreading from the language of official and scientific sphere to the spoken language and slang. Under conditions of systematic and documented applying of complex military terminology, the frequency of the abbreviations used is necessitated by the need for maximum concentration of information within certain speech periods, timesaving, written material, pronunciation efforts, as well as to make information non-public and secret.

A familiarity with the above-mentioned characteristics of the communicative personality of

cadets is key to providing good understanding language perception of the given professional group.

Conclusion and further research prospects. Structural integrity of communicative personality permits consideration of cadets in the training process with regard to their readiness to implement the communication as consistency of language system and communicative situation.

The requirements of military service are creating command speech, service regulations and instructions are determining the order of cadets' communication, orders formalities, demands and reports, therefore, the speech of cadets is clear, compact, specific, categorical and logical. The analysis of communicative personality of cadets of military higher education institutions revealed the remarkable differences of the above-mentioned characteristics both in linguistic and psychological terms, resulting from the development of their thinking processes, emotional-volitional and motivational spheres, as well as conditions for their communicative personality development.

Список послань.

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