

SOCIO-HUMANITARIAN COMPONENT OF THE TRAINING OF
TEACHERS: CROSS-CULTURAL PECULIARITIES OF LINGUISTIC
IDENTITY.

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*Cross-culture, linguistic personality, linguistic consciousness, verbal
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The article deals with the concept of “cross-culture” as a complex area of scientific knowledge about the language in the context of humanization of education and taking into account the European framework for languages in the field of philologists’ training in the higher education. Such interdisciplinary concepts as “linguistic personality”, “linguistic consciousness”, “verbal behavior”, “intercultural communication” are described in terms of theory. Attention to the typology of linguistic personalities is also paid. Linguistic personality within the process of communication is considered as a communicative personality, i.e. a generalized image of a media of culture, language, communicative and activity values, knowledge, attitudes, and behavioral reactions. Value space of a linguistic personality is modeled using the axiological vertical (super moral, moral and utilitarian standards of conduct) and the axiological horizontal (individual, group, ethno-cultural and utilitarian standards of conduct). The characteristic of three-level model of the linguistic personality is described. It is based on the synthesis of the three aspects of the linguistic personality: verbal and semantic, cognitive and motivational. Cross- culture is one of the crucial elements of the modern worldview. It contributes to a more accurate understanding of the problems of

cultural identity of a particular human community in the process of cross interaction and mutual enrichment. These ideas are in tune with the key components of intercultural education in Ukraine, in particular, humanism and tolerance in the society.