TOLERANT LANGUAGE PERSONALITY AS THE BASIS OF COMMUNICATIVE INTERACTION

PERSONALIDADE DE LINGUAGEM TOLERANTE COMO BASE DA INTERAÇÃO COMUNICATIVA

LA PERSONALIDAD TOLERANTE DEL LENGUAJE COMO BASE DE LA INTERACCIÓN COMUNICATIVA

Liya E. BUSHKANETS[1]
Olga S. ZUBKOVA[2]
Elena.A. ZVEREVA[3]
Anastasia FAKHRUTDINOVA[4]

ABSTRACT: The article presents some results of an experimental study of the formation of a tolerant language personality. The authors describe the levels of tolerance, their representation in academic and naive everyday communication. The article substantiates a comprehensive approach to the study of the phenomenon of tolerance, which allows us to reveal the role of cultural stereotyping in the development of a communicative situation. Since culture sets a certain system of values and assessments that have a semiotic nature, social constants cannot but influence the creation of a common landscape of communication and a single figurative series of statements. In this regard, the authors note the high potential of tropes that promote positive communication and function in the lexicon of a tolerant language personality.

KEYWORDS: Social communication. Tolerance. Metaphor. Slang. Language personality. Experiment. Intolerant behavior. Social archetypes

RESUMO: O artigo apresenta alguns resultados de um estudo experimental da formação de uma personalidade de linguagem tolerante. Os autores descrevem os níveis de tolerância, sua representação na comunicação cotidiana acadêmica e ingênua. O artigo fundamenta uma abordagem abrangente do estudo do fenômeno da tolerância, o que nos permite revelar o papel da estereotipagem cultural no desenvolvimento de uma situação comunicativa. Uma vez que a cultura estabelece um certo sistema de valores e avaliações de natureza semiótica, as constantes sociais não podem deixar de influenciar a criação de uma paisagem comum de comunicação e uma única série figurativa de afirmações. Nesse sentido, os autores observam o alto potencial dos tropos que promovem a comunicação positiva e funcionam no léxico de uma personalidade de linguagem tolerante.

PALAVRAS-CHAVE: Comunicação social. Tolerância. Metáfora. Gíria. Personalidade da linguagem. Experimento. Comportamento intolerante. Arquétipos sociais

[1] Doctor of Philological Sciences, Professor, Institute of International Relations. Kazan Federal University, Lija.Bushkanetz@ksu.ru
Russia Scopus ID: 57190734068
ORCID ID: https://orcid.org/0000-0002-3581-6320
[2] Doctor of Philology, Professor of Foreign Languages and Professional Communication Department, e-mail: olgaz4@rambler.ru ORCID ID: https://orcid.org/0000-0002-7729-5965
[3] Postgraduate student, Teaching Assistant at the Department of the Russian Language for Foreign Citizens, e-mail: urban044@mail.ru ORCID ID: 0000-0002-9374-2323
[4] E-mail: anastasiya.fahrutdinova@kpfu.ru ORCID ID: https://orcid.org/0000-0001-7872-7507

RESUMEN: *El artículo presenta algunos resultados de un estudio experimental de la formación de una personalidad lingüística tolerante. Los autores describen los niveles de tolerancia, su representación en la comunicación cotidiana académica e ingenua. El artículo fundamenta una aproximación integral al estudio del fenómeno de la tolerancia, que nos permite revelar el papel de los estereotipos culturales en el desarrollo de una situación comunicativa. Dado que la cultura establece un determinado sistema de valores y valoraciones que tienen una naturaleza semiótica, las constantes sociales no pueden dejar de influir en la creación de un paisaje común de comunicación y una única serie figurativa de enunciados. En este sentido, los autores señalan el alto potencial de los tropos que promueven la comunicación positiva y la función en el léxico de una personalidad de lenguaje tolerante.*

PALABRAS CLAVE: *Comunicación social. Tolerancia. Metáfora. Jerga. Personalidad del lenguaje. Experimento. Comportamiento intolerante. Arquetipos sociales*

Introduction

Currently, the practice of communicative audit implemented in many scientific papers has shown that the norms of behavior of the community as a whole, and the individual in particular, are directly related to the language system. These norms are formed under the influence of not only external, but also internal factors, while performing the function of differentiation in the dichotomy "friend – foe". A person exists within the framework of culture and a specific society and his self-identification is formed in accordance with the existing social attribution, tolerant attitudes and cultural and social paradigm (CASADEI, 1995).

"Tolerance" as one of the manifestations of "tolerance" is often found in modern dictionaries. Certainly, these concepts are similar in meaning, but it seems to us that they should be distinguished. According to D. A. Leontiev, it is wrong to draw an analogy between "tolerance" and "forbearance", the scientist believes that people make three main mistakes: forbearance is passive and contains rather a negative color, since tolerance helps to restrain their attitude to the situation, thereby causing discomfort; forbearance cannot be equated with a positive attitude, since the true tolerance is an absolutely neutral attitude based on the absence of a priori biases; tolerance cannot be considered a manifestation of indifference and detachment, since it acts as an opportunity for a critical dialogue (based on the exchange of experience, values, views) in order to expand the experience (LEONTIEV, 2009).

Note that the cultural context offers a certain framework for forming one's own identity and strengthening or preserving the sense of belonging to a community. Culture as a value-normative regulator of a person's social life is a symbolic system that includes a certain language, rules of relations, behavioral models, and the degree of individual tolerance, which

are of special significance for people who identify with a particular society. Therefore, tolerance is voluntary, and consists in the fact that a person first of all remains himself, freely adheres to his beliefs and recognizes the same right for others, is open to dialogue, while tolerance is forced.

Methods

Reflecting on the above, we believe that there are many factors that affect the perception, education and development of tolerant relations in society. We believe that these factors include the social, political, socio-economic situation, education, gender, age, temperament and mentality of people.

It is impossible to imagine a modern civilized society and the General cultural context without tolerance. At present, it is very important to be able to find a compromise in various issues, conduct a constructive dialogue and get rid of aggression in relations with other people. Based on the fact that one person, groups, and institutions can act as the subject and object of communicative interaction, it should be noted that tolerance can be interpersonal, intergroup, and autotolerant. In the framework of subject-object relations, tolerance is internal and external. External tolerance is understood as tolerance that is not rooted inside a person. Internal-the willingness to understand and respect, the ability to interact with others on the basis of solidarity. These aspects are particularly important in the context of the implementation of cultural traditions of any society.

Results and Discussion

Based on the fact that under the term "tolerance" we understand the quality of personality, which is focused on the desire to tolerate other people, their life positions, political and cultural views, the implementation of communication based on respect, understanding and acceptance of differences between people, we conducted an experimental study to diagnose the level of tolerance of students in the framework of communication processes.

Experimental work was carried out on the basis of Kursk state University. The work was carried out with students of the first and second courses at the philological, industrial and pedagogical, historical, economic, theological faculties, as well as at the faculty of social work, Economics and management. The experiment involved 100 people, aged 17 to 21 years (50 people-citizens of the Russian Federation, 50-foreign citizens).

The purpose of the experimental work was to test the hypothesis of the study, in which we assumed that the active use of a wide range of pedagogical technologies in academic

communication contributes to the formation of students ' tolerance in the communication process. In addition, it was important for us to determine the significance of speech behavior in everyday interaction, which is one of the main elements of culture and an indicator of tolerance, allowing an individual to participate in public life in accordance with the rules shared by all members of the linguistic and cultural community.

To verify the hypothesis and more clearly determine the level of tolerance formation of students, the following criteria were applied: reflexive; cognitive; behavioral; activity. There were also 3 levels: high, medium, and low. The low-level group is characterized by a low level of literacy of students who do not have a clear idea of tolerance, lack tolerance in relationships with others, and show intolerance when it is not possible to reach mutual understanding in communication. We have included students in the middle-level group who have a minimal understanding of tolerance, are friendly, and recognize the need to be tolerant of others, but are not ready to develop tolerant qualities in themselves. The high-level group included students who are characterized by a high level of literacy and awareness, who have shown interest in the problem of communication and are ready to develop tolerant qualities in themselves.

To describe each criterion, the following research methods were chosen: analysis; observation (the necessary conditions were created, during which students showed themselves from different sides. This led to the study of students ' behavioral patterns. Audio recording of dialogues and polylogues was performed in situations of naive and everyday interaction); the survey (due to its speed, simplicity and capability of reaching large numbers of respondents) – respondents were asked to complete a questionnaire, which obtained information on the level of formation of tolerance of students; the survey respondents were given questions during the individual interviews were examined the emotional reaction of students on the subject; test (diagnostics of communicative tolerance level was carried out using the test developed by V.V.Boyko) – based test was determined by the level of conflict, and openness to communication.

As a result of the survey, it was found that students, answering the question what is tolerance, demonstrated a high level of literacy and awareness in this issue. 50% of respondents said that tolerance is tolerance to other people's opinions and lifestyle. Also, among the definitions, most often were named: respect -17 %, equal, unbiased attitude-12%, humility-9 %, other options (good nature, respect for the choice of another, recognition of differences) - 15 %. However, it was found that the majority of students view tolerance in a positive aspect. The results of the study showed that students associate tolerance with tolerance (22%), respect (20%), charity (10%).

Despite the ambiguity of opinions about the concept of tolerance, the majority of respondents consider themselves tolerant, and only 11% of respondents admit that they lack tolerance in relationships with other people. Based on the results of the study, it can be argued that the majority of students consider themselves to be sociable people. Among the qualities by which they tend to evaluate others, the first places were honesty and decency (21%), goodwill, tolerance for others (20%), intellectual abilities (16%). The results of the survey showed that 68 % of students experience negative emotions when it is not possible to reach a compromise. Among the negative emotions most often mentioned were: upset (15%), indignation, disappointment (11%) anger, rage, anger (9%).

In our opinion, it is worth noting that the majority of students feel a deep indifference to the manifestation of tolerance in the communication process (20%). It was also found that only 9% of participants do not experience negative emotions, they believe that everyone should have their own opinion, so they respect someone else's choice. However, the question what is a conflict, the least number of votes received the answer-the way to achieve the goal. Also, it was clarified that young people are conflicted because they cannot correctly convey their opinion to the interlocutor. Summarizing the above, we can say that young people are not always able to hide or smooth out unpleasant feelings when faced with disagreements in communication, they seek to influence others ' opinions.

As we found, 71% of those participating in the survey admit that they were treated worse than others at least once in their lives, and 56% witnessed the humiliation of a stranger's dignity because of their belonging to another faith or nationality. The results of the study showed that at present, there is still an intolerant attitude towards people of other nationalities and religions among those around us. We think it is important to note that only 12% of the survey participants see this as a big problem, while 50% believe that there is no problem.

In addition to the survey, students were asked to discuss three situations in groups and pairs, as well as exchange views on the given topics. We were asked to establish contact with a new student who does not know the language and culture. During the discussion, it was found that the majority of students (82%) were positive about the conversation. They openly shared their personal opinions, discussed the topic in a friendly and interesting way, and demonstrated their readiness to help the newcomer. 15% of students did not show interest, and there was a complete lack of desire for dialogue. However, 3% of participants in the discussion were wary.

Then the students were asked to imagine that their new classmate from an English-speaking country does not know Russian, and they are asked to talk about the peculiarities of its culture and discuss the features of its national holiday Halloween. It is worth noting that the reaction

of students was mixed. During the observation, it was found that 23% of students approached the conversation with interest. 28% of Russian speakers refused to participate in the dialogue, explaining their personal negative attitude to this holiday. The rest of the students showed a neutral attitude to the proposed topic.

In the third situation, students were asked to discuss their actions if they were assigned to work with a person they disliked. The results showed that 44% of participants in the discussion will perform the task without any emotions.

11% will try to avoid communication, 14% will tolerate. 3% of responses showed that students refuse to make contact. It is worth noting that 17% of all students were friendly, and replied that they would try to establish communication and do everything possible to achieve a positive result.

Thus, we were able to find out that, despite the high level of awareness of the issue of tolerance, students in the process of group discussions and working in pairs did not fully demonstrate their ability to communicate with tolerance. We found that not everyone is ready to accept the differences between interlocutors and can get rid of unpleasant feelings that arise during communication. Thus, we can talk about the presence of some negative attitude of students to the differences that exist between the interlocutors. Probably, young people students do not always correctly interpret the concept of tolerance and in some situations demonstrate an attitude of tolerance.

Let's look at the levels of formation of cognitive, reflexive, behavioral and activity criteria that we have determined using questionnaires, discussions in pairs and groups, as well as during observations. The results of our study showed a high level of formation of cognitive and reflexive components, which indicates a high level of General literacy of students. We observe an insufficient level of formation of activity and behavioral components, which indicates that students cannot always apply their knowledge in practice.

In addition to the above methods of detecting the level of tolerance, We used the method of V.V. Boyko (2008). This method helps to identify the General level of tolerance and identify the tolerant and intolerant sides of the personality that are manifested during communication. V. V. Boyko's test includes 20 statements divided into 4 blocks. Each block shows behavior under certain conditions. Each statement was evaluated by students on a scale from 0 to 3. It should be said that the more points a student gets, the lower the level of tolerance. The maximum number of points a student can get is 60, and the maximum number of points per block is 15.

By mathematical calculation, we obtained an average score for each block. Thus, we were able to find out the level of formation of tolerant qualities of students and understand what behavioral reactions, strategies and attitudes in interpersonal communication need to be revised to make the communication process successful and effective. The lowest score was shown in the third block. Our data shows that respondents do not have the desire to influence the point of view of the interlocutor or change it. First of all, these students will not publicly point out the partner's mistake, which indicates a high level of tolerance. The test results showed that the highest score is shown in the first block, which indicates that students do not want to understand and accept differences between people and refuse to take a positive or neutral perception of the characteristics of other people. After reviewing the decryption of each block, you should go to the General indicator. We found that 41% of participants demonstrated a high degree of tolerance, 41% - an average degree, and 18% - a low degree of tolerance.

Testing the second part of our hypothesis about the role of speech behavior in everyday interaction and multicultural dialogue, we noted the presence of a large number of evaluative transformations associated with real human experience. The development of common cultural attributes through the exchange of experience with other members of the community increases the attractiveness of introducing a new one into the socio-cultural sphere, as a result of which existing linguistic phenomena are filled with a different meaning, "colored" in a certain way and concretized, verbalizing in language and speech. For example, it can be stated that in order to implement a positive communicative intention in a multicultural society and remove the level of conflict in the situation, an important role is played by metaphors, slang expressions, phraseological units, hyperboles, personifications that increase the capacity and metaphoricity of statements (Grigoryeva, Fakhrutdinova, Zubkova 2019). This allows cultural processes to function as a medium in which various forms of human experience are transmitted, including the translation of a positive attitude to the communicant.

Based on the above, we believe that tropes as special signs of the semiotic continuum are a way of mediating an individual's communicative behavior, combining predictive, actional and suggestive aspects. "In accordance with the principle of activity of mental reflection, formulated in the General psychological theory of activity, the production and perception of any word in speech-thinking activity is influenced by mental images, discrete elements of knowledge. The latter are formed in communicants in the process of activity and are determined by the goals, attitudes, needs, and emotions of the individual" (ZUBKOVA et al., 2020). In this regard, as shown by our empirical data, there is a special interference of social factors on the speech behavior of an individual and on the use of, for example, metaphor as the most representative

trope. In addition, this language unit can influence the social context by implementing individual and social ways of relating to the surrounding world simultaneously (SOBOLEVA et al., 2019).

Conclusions

Thus, the kinematics of the communicative space in a broad sense includes the symbolic exchange of signs-carriers of social information. Tropes act as language connectors that have a high polymorphism, which is used to reduce communication tension. Within the framework of social communication, a tolerant language personality uses tropes that form a special group of means of verbal manipulation, contextually determined and based on a certain semantics of social stereotypes. We have noticed that cultural archetypes are used as part of a purposeful technology for modifying meaning. The intolerant behavior of a language personality is usually marked by a simple syntax devoid of a figurative component.

Acknowledgements

References

BOYKO, V.V. (2008). Psychoenergetics. Saint Petersburg: Piter, 416 p.
ZUBKOVA, O.S. (2010). Medical metaphor-term as mental representation. *Questions of cognitive linguistics. Scientific and theoretical journal, 3,* 41-48.
ZUBKOVA, O.S., Fakhrutdinova A.V., Grigorieva L.L. (2020). Experimental study of the formation of students ' tolerance in the process of learning a foreign language. *Scientific notes. Electronic scientific journal of Kursk state University, 1*(53), 134-143.
LEONTIEV, D.A. (2009). Towards the operationalization of the concept of tolerance. *Question of psychology, 5,* 3-16.
CASADEI, F. (1995). Per una definizione di 'espressione idiomatica' e una tipologia dell'idiomatico in italiano. *Lingua e stile, 30*(2), 335-358.
GRIGORIEVA, L., FAKHRUTDINOVA, A., ZUBKOVA, O. (2019). Reflection of religious worldviews in arabic, english, and russian phraseology. *Journal of Sociology and Social Anthropology, 10*(4), 203-208.
SOBOLEVA, N.P., FAKHRUTDINOVA, A.V., ZUBKOVA, O.S. (2019). Linguosemiotic correlation of categorial domains of professional metaphor in individual signification practice. Journal of Research in Applied Linguistics, 10, 341-349.
VINZERICH, A. (2007). La sémantique du possible : approche linguistique, logique et traitement informatique dans les textes. Thèse de doctorat. Université de Paris-Sorbonne, 398 p.

TAKHTAROVA, S.S., ABUZYAROVA, D.L., KHAIRUTDINOV, R.R., MOROSOVA, O. (2019). Politeness in the German Ethnosocium: The Diachronic Aspect. *Academic Journal of Interdisciplinary Studies, 8*(2), 46-50.

FAYZULLINA, O.R. (2019) Ways of international students' adaptation: Club of international friendship. *Space and Culture, India, 6*(5), 87-98.