

**Methodological Foundations of Forming Secondary Linguistic  
Personality**

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**ABSTRACT**

The ability to effectively communicate with the means of a foreign language in modern society is a necessary part of the personal and professional aspects of human life. Profound knowledge of a foreign language means not only to have language knowledge, but also the ability to successfully use it in communicative acts in accordance with the tasks of communication. Since the science of linguistics is the scientific basis for a foreign language teaching, it is believed that any methodological system of teaching a foreign language is based on the image of a language that exists in a certain period of development of this science. The founders of linguistic pragmatics believe that language learning is possible only if it is practiced in concrete communicative situations. The purpose of a foreign language teaching is to develop speech skills from all types of speech activities. The effectiveness of speech communication depends on the level of formation of the communicative competence of those who communicate. The development of the secondary linguistic personality (oriented foreign language consciousness) is a strategic goal of a foreign language teaching. The process of foreign language learning is a process of personal development, development of social qualities. The process of formation of the secondary linguistic professional personality is influenced by extra-linguistic factors. We consider a foreign language teaching in the pragmatic, cognitive and educational aspects, as the result of this process secondary linguistic personality capable of effective intercultural professional dialogue communication in a foreign language should be formed. In our opinion, the notion of “secondary linguistic personality” is an integrative; its components (professional and personal qualities) are interconnected.

**Keywords:** Secondary linguistic personality, foreign language teaching, linguistics, intercultural communication.

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