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TYPOLOGY OF DISCURSIVE PERSONALITIES IN PARENTAL DISCOURSE

ТИПОЛОГІЗАЦІЯ ДИСКУРСИВНИХ ОСОБИСТОСТЕЙ У ПАРЕНТАЛЬНОМУ ДИСКУРСІ

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The **relevance** of the paper is based on the research of the neo-anthropocentric character of modern communication which in complex with socio-cognitive discourse studies presupposes the usage of the values-based approach to the typology of discursive personalities in the everyday parental discourse. The complex study of the theory of discursive personalities involves enhancing its typology. The **object** of the research is personalities' discursive repertoire within the parental discourse. The **subject** is constituted by establishing specific discursive features of each type of discursive personalities in the parental discourse. The research is **aimed** at classifying discursive personalities within the parental discourse using the values-based approach.

Understanding communication as an interactive intersubjective activity (both lingual and non-lingual), brings interactivity and two-way communication to the fore. The ***interactive model of communication*** assumes that contents, values and knowledge arise from historically and culturally determined interaction, on the one hand. And, on the other hand, objective reality, which is not exhausted by these contents. Modern studies of discourse require the integration of cognitive and social structures, which are its components [7]. The ***socio-cognitive discourse science*** defines communication as a process that creates and reproduces common contents, rituals, values and social structures [2]. The interpretation of values-based approach in linguistic studies determines the importance of involving the principles of ***ecolinguistics***, where the ecological situation is treated as communication that does not have a harmful effect on the psycho-emotional state of a person and preserves the societal behavioral norms and basic human values [6]. The studied theoretical background is the foundation for the

typology of discursive personalities within a values-based approach. A. Maslow's pyramid of human needs [4] lies in the basis of the division of the discursive personalities into *participants, attractors and creators*.

The creator as a type of discursive personality in the parental discourse is esteemed by self-actualization. This type of values includes a partner acquisition, parenting, utilizing and developing talents and abilities, pursuing goals. Within the boundaries of the everyday parental discourse the individuals may have a strong, particular desire to become an ideal parent striving to the realization of one's full potential. Individuals who are motivated to pursue this goal seek and understand how their needs, relationships, and sense of self are expressed through their behavior. This type of discursive behavior includes implementing the strategy of becoming an ideal parent. The example below presents the father's desire to become an ideal parent for his daughter through complete acceptance of his daughter's sorrows and faults:

(1) *RICHARD BROWN: Olivia? What are you doing home, baby?*

OLIVIA BROWN: Taylor broke up with me.

RICHARD BROWN: What?

OLIVIA BROWN: She cheated on me with Nathan Runnings.

RICHARD BROWN: Professor Runnings' kid?

OLIVIA BROWN: Mm-hmm [sobbing].

RICHARD BROWN: Listen. Hey. Come on, babe. Come here [hugs her]. Don't worry, sweetheart. You're gonna be fine. The world's full of women looking for someone to love. There's gotta be somebody who deserves you [5].

The general strategy of becoming an ideal parent is carried out by the tactic of comforting (*Come on, babe. Come here; hugs her; Don't worry, sweetheart; You're gonna be fine*); showing that a grown-up child is still a child (*baby, babe*); total acceptance of the daughter's life choice (*The world's full of women looking for someone to love*); confirming the child's uniqueness (*There's gotta be somebody who deserves you*).

The participant possesses the need for a sense of belonging and acceptance among social groups, regardless of whether these groups are large or small; being a part of the group for them is crucial, regardless of the fact if it is connected with a job, sports, friends or family. This type of discursive personalities praises such human values as family, friendship, intimacy, trust, acceptance, receiving and giving love and affection. The discursive behavior of the participants includes the strategies of care; sharing love; developing intimacy; the strategy of acceptance of the communicative partner's opinions; receiving love, etc. The fragment displays the dialogue between the father and his son, where the father as a representative of the class of participants demonstrates his paternal love by hiding his son's helmet so that his son will

never hide his face because of the inborn problems with his appearance. The participant in this example implements the strategy of care:

(2) NATE PULLMAN [FATHER]: *I mean, when you started you were still wearing the astronaut helmet in public.*

AUGGIE PULLMAN [SON]: *I love that helmet. I wish I knew where it was.*

NATE PULLMAN: *It's in my office.*

AUGGIE PULLMAN: *What? Dad! That was a gift. You had no right to hide it!*

NATE PULLMAN: *Auggie, Auggie, please, don't be mad. You gotta understand, you were wearing it all the time. I never got to see you anymore. I missed your face, I know you don't always like it, but I love it. It's my son's face. I wanna see it. Do you forgive me?*

AUGGIE PULLMAN: *No [silence]. Yes [smiling]. Does Mom know?*

NATE PULLMAN: *[whispers] No. God, no, she'd kill me. But I can maybe find it, if you need it back.*

AUGGIE PULLMAN: *That's okay [hugging] [1].*

The discursive strategy of sharing love is performed with the help of such tactics as appealing to the communicative partner's emotional state (*Auggie, Auggie, please, don't be mad*); displaying inner feelings (*I never got to see you anymore. I missed your face*); demonstrating the addressee's uniqueness (*I know you don't always like it, but I love it. It's my son's face. I wanna see it*); demonstrating the wrongness of the actions through somebody else's disapproval (*No. God, no, she'd kill me*), establishing intimacy through non-verbal communicative components (*whispers; hugging*).

The attractor's discursive behavior is presupposed by the need for respect from others. Their basic features include a need for status, recognition, fame, prestige, and attention. Within the boundaries of the parental discourse, the attractor's behavior includes discursive strategies of drawing attention; setting personal boundaries; breaking personal boundaries; demonstrating authority; proving one's status, etc. In the following fragment the mother wakes up her daughter in the middle of the night to ask her to cut out grey hair on her head. The basic discursive strategy used by the speaker is to attract her daughter's attention and to cause sympathy as a result:

(3) GEORGIA MILLER: *Ginny! Ginny, wake up!*

GINNY MILLER: *What, Mom?*

GEORGIA MILLER: *Is there a hair?*

GINNY MILLER: *What time is it?*

GEORGIA MILLER: *I can sorta feel it if I do this, but I can't see it.*

GINNY MILLER: *It's 5:00 a.m., Mom.*

GEORGIA MILLER: *Come on.*

GINNY MILLER: *Get the tweezers away from my eye, you psycho!*

GEORGIA MILLER: *Ginny, I'm serious! Is there a hair?*

GINNY MILLER: *Ugh! Jesus, hang on!*

GEORGIA MILLER: *Come on. Hurry!* [3].

Implementing the discursive strategy of drawing attention, the attractor uses the tactic of showing the need in somebody's help (*I can sorta feel it if I do this, but I can't see it*) being helpless in this situation as she cannot see hair on her head; the tactic of hurrying (*Come on; Come on. Hurry!*), the tactic of proving the seriousness of the case (*Ginny, I'm serious! Is there a hair?*).

Human needs and motivations generally move through the patterns of belonging and love, social needs or esteem, self-actualization and transcendence. This means that for motivation to arise at the next stage, each prior stage must be satisfied by an individual. The suggested typology presupposes moving from the initial level of a participant (the main pattern – belonging and love) to an attractor (the main pattern – esteem and self-esteem). The goal is to attain the level or stage of self-actualization presented by a creator. The hierarchy explains how effort and motivation are correlated in the context of the discursive behavior. The **perspectives** of further research lie in enhancing the suggested typology in other types of everyday and institutional discourse rather than in the parental discourse. Taking into account intercultural, gender, age and other socio-biological factors is also considered as a perspective direction of the deeper research of the theory of discursive personalities.

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