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REPRESENTATION OF THE LINGUISTIC AND CREATIVE PERSONALITY OF THE AUTHOR IN THE ENGLISH-LANGUAGE CHILDREN'S POETIC TEXTS

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Abstract

This article is devoted to the identification of the main features of the linguistic personality of the author, which are represented in the English-language children's poetic texts. The linguistic personality of the children's poet is determined as a combination of abilities, characteristics, talent and ability of the author. The linguistic personality of the children's poet is distinguished by the possession of highly developed linguistic competence, the perfect knowledge of the literary language, selection and use of the linguistic means in accordance with the aim, the ability to create rhymed texts with a clear rhythmic organization, awareness of children's psychophysiology. It determines the author's originality of linguistic creative activity. Any creativity is impossible without imagination, which is why creativity is characterized as a complex mental process associated with the peculiarities, interests, abilities of the individual. Imagination of the children's poet is constantly working, creating for children. The children's poet creates new images that are comprehensible to the children's perception, based on the background knowledge of the recipients, with an orientation towards their emotional sphere. The language game is one of the types of linguistic and creative activity. The most typical examples of language game in the text space of children's poems are the sound vocalization (alliteration, onomatopoeia) and repetitions that are verbalized at different language levels. The creativity of the linguistic personality of the children's poet is due to the rhyming skills, the skill to create children's poetry, which actualize the linguistic and creative process, the result of which are children's poetic texts, created by a linguistic and creative personality who possesses a high level of linguistic competence. The creative environment covers the children's readership with all its peculiarities and is due to the linguistic and cultural context. The structure of the creativity of the linguistic personality of the children's poet covers motivational, emotional, intellectual, communicative, and other peculiarities.

Keywords

Children's poet, linguistic personality, linguistic competence, the English-language children's poetic texts, imagination, creativity, language game, creative activity.

1. Introduction. The problem of studying the phenomenon of linguistic personality is one of the most comprehensive and multi-vectored in the field of modern linguistics, getting categorical status. A group of scientists works on the problem of the study of the linguistic personality (M.M. Bahtin², G.I. Bogin³, I.O. Golubovska⁴, V.I. Karasik⁵, Yu.N. Karaulov⁶, T.A. Kosmeda⁷, V.V. Krasnyih⁸, N.V. Petlyuchenko⁹, K.F. Sedov¹⁰, L.L. Slavova¹¹, S.G. Vorkachev¹² and others).

The wide use of the term "linguistic personality" is associated with the synthetic nature of this concept, which actualizes the interdisciplinarity of modern human studies, the integration of humanitarian disciplines, in particular the integration of various branches of linguistics in the study of this term.

The study of author's speech becomes a source for getting ideas about the personality of the writer¹³. Establishing the relationship between speech and the personality who produces it, allows to get an idea of the specific features of the author idio- style, about the psychological features of the writer's personality.

Many scientific researches are devoted to the study of the writer's personality, the consideration of the peculiarities of the individual authors' speech, the discovery of the author's image in the literary work. Among this wide range of scientific works, the study of the linguistic personality of the author of children's poetic texts turns out to be little researched in modern linguistics. This focus accounts for the **relevance** of the study for the present-day linguistics.

A linguistic person is considered as a complex of person's abilities and characteristics, which determine his/her creation and perception of linguistic works (texts)¹⁴. Description and reproduction of the linguistic personality of a real person is a rather difficult task. An attempt to create a portrait of the linguistic personality of the author of a literary work as

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² Bahtin 2000

³ Bogin 1984

⁴ Golubovska 2008

⁵ Karasik 2004

⁶ Karaulov 1987

⁷ Kosmeda 2009

⁸ Krasnyih 2003

⁹ Petlyuchenko 2009

¹⁰ Sedov 1998

¹¹ Slavova 2010

¹² Vorkachev 2001

¹³ Vinokur 1959a, 238

¹⁴ Karaulov 1987, 245

a creative individuality appears to be important both in theoretical and practical aspects.

The linguistic personality is a person expressed in the language (the texts) and through the language, this person, which is reconstructed in the own main features on the basis of linguistic means¹⁵.

In the universal model of the linguistic personality of the poetic text's author, individual and national variants are distinguished¹⁶. The authors of the literary texts are researched in the projection of the compound linguistic personality that creates in a certain society, culture, representing fragments of the national and conceptual pictures of the world¹⁷. Based on these positions, particular attention is required to study the peculiarities of the verbalization of the compound linguistic personality in the English-language children's poetic texts.

The purpose of this article is to identify the main features of the linguistic personality of the poet, whose works are devoted to children, in the aspect of his/her creative activity.

The purpose of the work involves solving the following **tasks**: to find out the specifics and linguistic parameters of the peculiarities of the linguistic and creative activity of the children's poet; to identify verbal and non-verbal ways of representation of linguistic creativity in children's poetic discourse; to characterize the specificity of linguistic means of verbalization of the linguistic and creative activity of the linguistic personality of the children's poet.

The object of the study are the peculiarities of the linguistic and creative activity of the children's poet. **The subject** of study are ways of verbalization of the linguistic creativity of the author, which are represented in the children's poetic discourse.

Background and motivation. Such scholars, as V.V. Vinogradov, G.O. Vinokur, M.M. Bahtin, and others deal problems of the author's research as a category of linguistic analysis.

V.V. Vinogradov considers authorship in connection with the individual selection and use of linguistic means (lexical-semantic and syntactic), passing

the author's attitude to the content of the work¹⁸. M.M. Bahtin defines the author "as the carrier of an act of artistic vision and creativity"¹⁹. G.O. Vinokur understands the linguistic personality of the writer as a personality, expressed in the language of the literary text²⁰. In accordance with the conception offered by B.O. Korman, the author is "the subject (carrier) of world attitude, the expression of which is the whole work or their complex"²¹. The author is determined as a real linguistic personality involved in creative linguistic activity, the result of which is literary text²².

2. Methodology.

2.1. Methods. The following methods of linguistic analysis have been used to achieve the purpose and to solve the tasks: descriptive (for the representation of the main work material); hypothetical-deductive, which determined the selection of actual material; method of analysis of vocabulary definitions (for revealing features of linguistic means of verbalization of linguistic creativity); the method of linguistic and stylistic analysis (to establish the peculiarities of the use of linguistic means of expression of linguistic creativity of the children's poet, which are represented in the author's speech); the method of contextual analysis (to determine the influence of linguistic and extra-linguistic factors on the content and the pragmatic condition of the emergence of linguistic creativity of the children's poet).

2.2. The material of the research are children's poetry of such authors as Julia Donaldson, Edward Lear, Kenn Nesbitt, Jack Prelutsky, Sheldon Silverstein, Dr. Seuss, whose poetry devoted to children. The total quantity of the poetic texts are 215. Among them there are 58 poems by Julia Donaldson, 42 – Edward Lear, 67 – Kenn Nesbitt, 34 – Jack Prelutsky, 21 – Sheldon Silverstein, 14 – Dr. Seuss.

2.3. Techniques of research. Different terms are distinguished on the designation of the linguistic personality: "the person who speaks" (N.D. Arutyunova²³), "the linguistic personality" (Yu.M. Karaulov²⁴), "speech personality" (V.I. Karasik²⁵), "communicative personality" (V.V. Krasnyih²⁶). In our work, we use the notions of "linguistic personality", as a personality who represents himself / herself in speech activity, has a certain set of knowledge and ideas. Since the speech personality is a personality who realizes himself / herself in communication, choosing the certain linguistic and extra-linguistic means, this personality can be included in the structure of the linguistic person in accordance with paradigmatic relations; whereas the communicative personality is a concrete manifestation of the linguistic personality in the situation of communication²⁷. We are dealing with a linguistic personality, which is confirmed by the fact that the linguistic personality is considered in written discourse (in the literary text).

The linguistic identity of the writer is manifested in the works created by the author²⁸. The linguistic

¹⁵ Karaulov 1987, 38

¹⁶ Gorlo 2007, 11–12

¹⁷ Hachmafova 2010, 6

¹⁸ Vinogradov 1959a; 1961b

¹⁹ Bahtin 2000, 208

²⁰ Vinokur 1991, 44

²¹ Korman 1986, 56

²² Pavlyuchko 2004, 206

²³ Arutyunova 1999

²⁴ Karaulov 1987

²⁵ Karasik 2004

²⁶ Krasnyih 2003

²⁷ Krasnyih 2003, 50-51

²⁸ Malyicheva 2003

personality of the writer (poet and / or prose writer) is considered as a personality who has a high level of linguistic competence, has the ability to literary work and artistic communication, endowed with a special perception of the surrounding reality and can use one or two forms of verbal art – poetic and / or prose²⁹.

3. Results and Discussion.

3.1. The main material. The linguistic personality of the children's poet is defined as a combination of abilities, characteristics, talent and ability of the carrier of a particular language, which determine the creation of the author of poetic texts devoted to children.

The children's poet represents a certain linguistic culture, within which he creates his poetic texts for the children's readership. Based on the analysis of linguistic peculiarities of the author's speech, represented in poetic texts reflecting the author's vision of the surrounding reality (the picture of the world) in order to achieve specific aims, the linguistic personality of the poet is described.

It is clear that the linguistic personality of the children's poet is distinguished by the possession of highly developed linguistic competence, the perfect knowledge of the literary language, selection and use of the linguistic means in accordance with the aim, the ability to create rhymed texts with a clear rhythmic organization, awareness of children's psychophysiology. It determines the author's originality of linguistic creation.

The starting point of any kind of creativity is the ease of creating unexpected associations, representing creative imagination.

The essence of the creative linguistic identity covers two natural instincts of the individual: the person who creates (*homo creans*), and the man who speaks (*homo loquens*). Linguistic creativity is inalienable property of a person, represented not only in the ability to create linguistic units, but also in the ability to use various linguistic means and stylistic techniques that update the language game.

As for the creativity of the children's poet, his imagination correlates with the peculiarities of the children's imagination. The author's creativity in using of the language achieves a high level of mastery, because he should represent the world as children see it.

Imagination, fantasy, fiction, emotions, feelings are the source of children's poetry. Poetic texts, which the child acquaints, play the main role in the formation of the personality of a child. Since poetry represents the knowledge and values that are the main factors necessary for the perception of the surrounding world that children learn in the process of growing up. All this contributes to the creation of conditions for not only the education, upbringing and development of

children, but also for social adaptation (socialization) and introduction to the culture of their own people (inculturation).

Ancient Greek philosophers noted significance of poetry in education. In their view, poetry embodies the experience of learning and multifaceted culture, contributes to the formation of the spirit of the Greeks. Because of emotion, imagination and feeling, poetry transmits existing knowledge and values, history and traditions. They awakens the feeling with the help of words, while developing imagination and memory. Paul Valerie in his diaries, titled "Notebooks," notes that the purpose of the poet is not to give the reader his thoughts, but to awaken in him/her the emotional state that accompanies the thought, is similar to the author's³⁰. Thus, the above opinion correlates with the fact that children's poetry is full of special emotions, causing the recipients' necessary feelings. The lack of sufficient life experience and knowledge is actualized by the presence of a large number of linguistic means in children's poetic texts that represent the category of emotionality. At the same time, the goal of the poet is to help children to know the world around them and to fill in their knowledge, shape children's emotional sphere and the necessary system of values. Alexander Blok claims that the poet, when he writes poetry, leads to the harmony of words and sounds, gives them a form and brings this harmony to the outside world³¹.

Among the main features of children's poetic texts are their distinct rhythmic design, rhymes, sound and figurative expressiveness of poetic speech. All these features activate the children's imagination, causing such associations in the minds of the small readers, which lead to the learning of the surrounding world, inspire creativity. It becomes clear that this is possible through the skillful, creative use of all the necessary linguistic means that are in the arsenal of the children's poet.

As noted above, imagination is a good foundation for the creation of poetic texts. Imagination is the creation of something new because of process of the conversion of experience. Any creativity is impossible without fantasy, which is why creativity is characterized as a complex mental process associated with the peculiarities, interests, abilities of the individual. Poetic creation is due to the peculiarities of the individual, which allows to understand this person as a linguistic personality.

It is hard for people of a mature age to imagine something unusual and start fantasizing. In this perspective, it is interesting to note that children's poets, despite their age, have the ability to imagine, create texts, in accordance with the peculiarities of the children's perception. This confirms the opinion about the "memory of childhood" that is associated with the authors, which is directly related to the peculiarities of the imagination of children's poets, forming the basis of the creative component of the linguistic personality of the author.

²⁹ Kravtsova 2015

³⁰ Valeri 1993

³¹ Blok 2015

Imagination in general plays an important role in any process of creativity, in particular in the artistic. The essence of the artistic imagination is to be able to create new images. The special power of artistic imagination is designed to the creation of a new situation by preserving the basic requirements of viability.

Imagination is a special form of the psyche, which is continuously connected with the human ability to change the world, transform the reality and create a new one.

Rubinshteyn S.L. notes that imagination is a departure from experience, the transformation of an existing and generation of a new thing on this basis³². L.S. Vyigotskiy believes that the imagination does not repeat the impressions that have been accumulated before, but creates new ones on their basis³³. In philosophical dictionaries, imagination is interpreted as a cognitive ability, which is the free transformation of the cognitive image of the object in the mind or the formation of new one³⁴. These definitions of the concept of "imagination" pay attention to the ability to create new images as its essential feature of artistic creativity, in particular poetic.

On the one hand, imagination is associated with memory features, it is included in the thought processes. On the other hand, imagination is both a memory and a kind of thinking. Imagination is an activity aimed at creation of a new image, in the process of which a variety of actions (analysis, synthesis, abstraction) and operations are used. Imagination as a kind of activity requires the participation of memory (the experience, which is the basis for transformation) and thinking as a process of transformation.

Imagination of the children's poet is constantly working, creating for children. The children's poet creates new images that are comprehensible to the children's perception, based on the background knowledge of the recipients, with an orientation towards their emotional sphere. This is a compound process, which shows the creative component of the personality of the children's poet.

The creativity of the children's poet is determined not only by his awareness of children's psychology, age-specific features and "memory of childhood". It is related directly to the imagination of the author, but also his/her skill and virtuosity to apply linguistic peculiarities in order to induce the desired emotions in the child, in general to influence on the process of formation of the recipients' personality. In this case,

the talent of the children's poet operates with the language in such a way that poetic texts are fascinating and emotional, accessible and comprehensible to the children's perception. Therefore, that, unnoticeably for the child, lead to the comprehension of new concepts of the world. Here we can speak of the linguistic and creative component of the linguistic personality of the children's poet.

Creativity is interpreted as the general ability to creativity. Creativity (from lat. creatio – creation) is the ability of a person to generate unusual ideas, to find original solutions, to deviate from traditional patterns of thinking. Creativity is determined as the ability to discover new ways to solve problems and new ways of expression³⁵. Thus, the creativity of the linguistic personality of the children's poet is due to the skill of rhyme, the skill to create children's poetry, which actualize the linguistic and creative process, the result of which are children's poetic texts, created by a linguistic and creative personality who possesses a high level of linguistic competence. The creative environment covers the children's readership with all its peculiarities and is due to the linguistic and cultural context.

Creativity – the ability to original, demanded work that brings some benefits³⁶. Creativity is personal features of creatively gifted person associated with the creation of new material and ideal products³⁷.

The creativity of the children's poet is connected with the creation of poetic texts devoted to children. It is possible due to the rich imagination, the sense of humour, the ability to rhyme, non-standard thinking, memory that reproduces the impressions easily. The product of the creative activity of the children's author are poetic texts that differ in originality and have some advantages in the formation of the personality of the little reader.

The frameworks of the meaning of the concept "creativity" are wider than the concept "creative potential", since the creative personality realizes creativity in innovative achievements, and creative abilities (intellectual, aesthetic, communicative, etc.) are structural components of creativity. Creativity functions as a single integral system. The development of creativity is due to both social and objective factors, as well as the peculiarities of the individual structure³⁸.

The individual structure of creativity includes the combination of motivational, affective, intellectual, aesthetic, existential, communicative, competent creative qualities and abilities that in the complex "to index" the style of creative behaviour, provide productivity, novelty, uniqueness of methods and results of activity, propensity and readiness for creative constructive transformations in various spheres of life³⁹.

3.2. Results. The structure of the creativity of the linguistic personality of the children's poet covers motivational, emotional, intellectual, aesthetic, communicative, and competence properties. One of the

³² Rubinshteyn 2002, 294-295

³³ Vyigotskiy 1982, 130

³⁴ ed. Shynkaruk 2002, 660

³⁵ Rodzhers 1994, 74-75

³⁶ Sternberg & Lubart 1996

³⁷ Hryasheva 1998

³⁸ Ilin 2009, 157-158

³⁹ Barysheva 2006, 92

most expressive explicit forms of linguistic activity of the linguistic personality is the creation of words, which is realized in the process of creating new linguistic units or in the creative rethinking of already existing nominations.

The creative potential of the linguistic personality of the child poet is evidenced by a deviation from stereotypical speech behaviour, which represents the presence of a language game in the poetic speech. A language game is represented as a violation of generally accepted canons and rules of language, through which the maximum effect of the influence on the reader's emotional sphere is achieved. The updating of the language game in the text space of children's poetry gives originality, expressiveness, and individuality of poetic speech to the text. The language game is verbalized with the help of the text-making capabilities of the linguistic units on the sound, morphemic, lexical and syntactic levels.

The process of language game is defined as the conscious intervention of the linguistic personality in the processes of using the language and the use of the asymmetry of the linguistic sign⁴⁰.

A language game is defined as the creative process of generation, expression and transformation of people's thoughts to each other⁴¹.

The language game is one of the types of linguistic and creative activity. The most typical examples of language game in the text space of children's poems are the sound vocalization (alliteration, onomatopoeia) and repetitions that are verbalized at different language levels.

Among the phonetic features that are verbalized in the text space of children's poems is quite a frequency phenomenon is alliteration, which helps not only to interest small readers, but also contributes to the formation of their phonetic competence, for example: "*Chicka chicka. Chucka chucka.*" (Kenn Nesbitt "Pitta Patta. Pitta Patta.")⁴².

The children's poetic texts represent sound imitation, which helps to do the knowledge of the children's audience more completely with the world in the form of sounds, shaping the attitude and expanding the experience of the little readers. For example, in the following poetry, onomatopoeia is presented. It introduces the animal world to children: "*Goldi-*

locks ran – from three angry bears! / Grrrrr, GRR-RRRRR, GRRRRRRRRRRRRR!" (Julia Donaldson "Goldilocks")⁴³.

Repetitions are represented in children's poetic texts the most vividly. They affect their diversity (repetition of sounds and their combinations, repetition of words, phrases and sentences). The psychophysiological features of children, the level of development of their emotional sphere, and others determine this peculiarity like that. In the poem "Cat in the Hat" by Dr. Seuss, the sentence *He should not be here* is repeated three times, although the poet tries to avoid the feeling of imposing making some changes in the sentence at the second repetition: "*He should not be here. / He should not be about. / He should not be here / When your mother is out!*"⁴⁴.

The lexical means of expressiveness of the poetic speech are author's individual neologisms – occasionalisms that can be regarded as a kind of language game, as they are characterized by individuality, creativity, expressiveness, and dependence on the context. For example, in order to compliance with the principle of rhyme, Sheldon Silverstein forms a new word for designation a refrigerator by adding words *frigidaire*: "*There's a polar bear / In our Frigidaire – / He likes it 'cause it's cold in there.*"⁴⁵. In Kenn Nebitt's "On the Thirty Third of Januaugust"⁴⁶ such occasionalisms as *eleventeen, Januaugust, Octember* are verbalized. In Edward Lear's "An Alphabet", the bright examples of occasionalisms are represented, with which the author uses the principle of the replacement of the final letter *e* (soundless) into the letter *y* (its pronunciation softens the sound of the the speech). This principle increases the emotionality of the poetic speech: "*C / C was once a little cake, / Caky / Baky / Maky / Caky / Taky Caky, / Little Cake!*" (Edward Lear "An Alphabet")⁴⁷.

Author's novelties can be an example of a language game. Its semantic mechanisms are based on the combination of words in order to create new ones. In the following example, a language game is implemented, where the replacement of the signs in words is represented: "*You bog down my belly / With oodles of goo / You slide down inside / With a hullabaloo*" (Jack Prelutsky "Jellyfish stew")⁴⁸.

The source of game meaning is represented in children's poetic texts as a compound word or a combination of words. Sometimes children's poets use spoonerism in their poetic speech. So, for example, in the verse "Runny's Garty Pames" by Sheldon Silverstone, in each line the poet changes the initial sounds in the words: "*When Runny Babbit's cirthday bame / They all played a gillion mames*"⁴⁹. In addition, in this verse, a language game is implemented that provides rearranging consonant sounds, which are the first ones of the root of the lexical unit for the designation of the children's game *hopscotch = scophotch*. The name of the game *kick the can* in the text is repre-

⁴⁰ Aleksandrova 2015

⁴¹ Vitgenshteyn 1994, 32-33

⁴² Nesbitt 2013b

⁴³ Donaldson 2015, 17

⁴⁴ Dr. Seuss 1985

⁴⁵ Silverstein 2004a

⁴⁶ Nesbitt 2013b

⁴⁷ Lear 2015

⁴⁸ Prelutsky 1999

⁴⁹ Silverstein 2005b

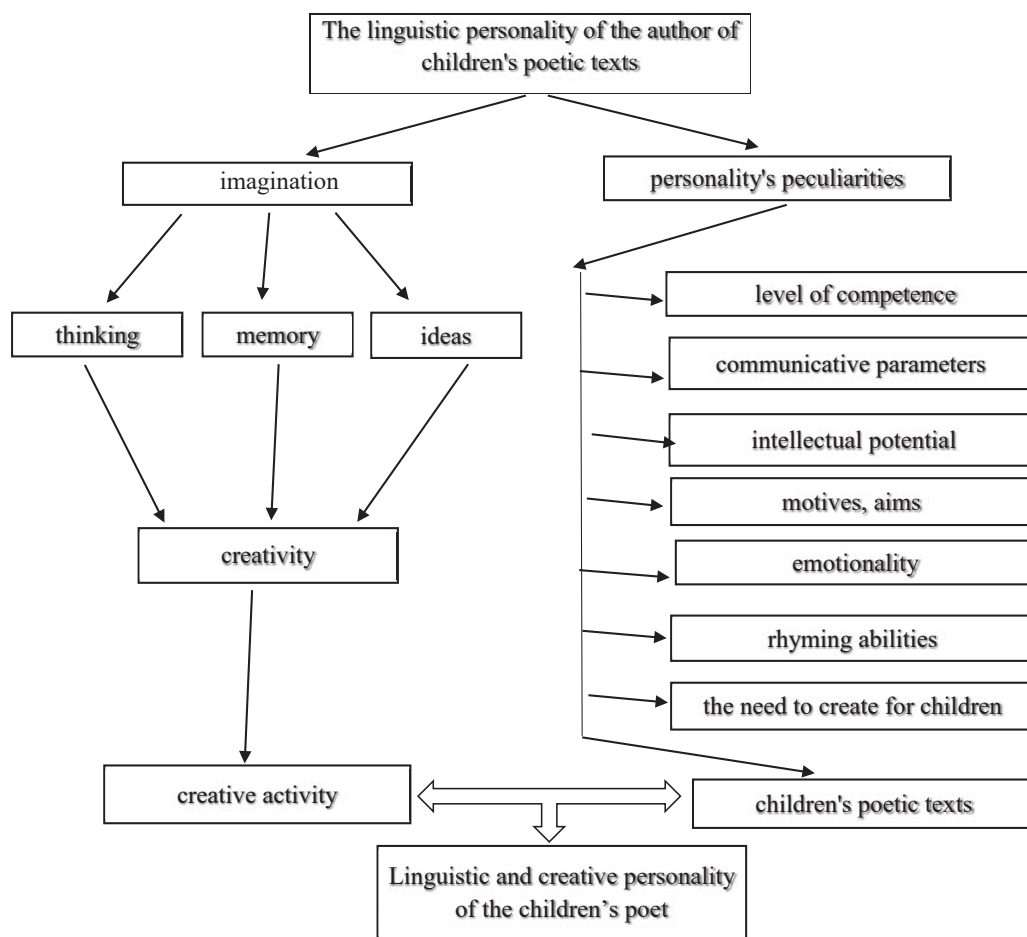


Fig. 1. Structural components of the linguistic and creative personality of the children's poet

sented not only by the replacement of consonant sounds, but also by the transposition of words: *kan the cick*.

In children's poetic texts, a kind of linguistic game is also implemented, according to which the word division follows with its transformation by replacing sounds similar to phonemes, letters, numbers, or other symbols, or even replacing the whole word. Here is an example of replacing a word with one letter, which sounds like a replacement word: "*Swimming in the swimming pool / is where I like to "B," / wearing underwater goggles / so that I can "C."*" (Kenn Nesbitt "*Swimming Ool*")⁵⁰.

The following example can serve as a graphical method, which involves replacing letters with symbols similar to writing on replaced letters: "*I H0P3 7H47 Y0U C4N R34D 7H15. / I'M PR377Y 5UR3 Y0U C4N.*" (Kenn Nesbitt "*I H0P3 7H47 Y0U C4N R34D 7H15*")⁵¹.

Thus, we can make the conclusion that the language game represents not only as a formal phenomenon, but also as the activation of imagination, memory, speech and thinking processes in the activity of the author, which is aimed at creating children's poetic texts. It confirms the creative component of the lin-

guistic personality of the author, which can be determined as a linguistic and creative personality.

3.3. Discussion. The work attempts to determine the peculiarities of the creative activity of the children's poet, which makes it possible to understand the linguistic personality of the author of children's poetic texts as linguistic and creative personality. In the diagram below, the peculiarities of the linguistic personality of the children's poet have been distinguished and structured in this study, providing the basis for determining the linguistic and creative component of the linguistic identity of the children's poet (Fig. 1).

4. Conclusions. Thus, we can make the conclusions that the linguistic personality of the children's poet is determined by a combination of abilities and characteristics of a representative of a certain linguistic cultural community, which are the movement power in the process of creating rhymed texts devoted to a wide range of children's readership. Based on the analysis of linguistic peculiarities that are verbalized in the children's poetic texts, we distinguish the diversity of language games. The language game, which is represented in the text space of the children's poems, appears as one of the types of linguistic and creative activity. The creation of images in the author's imagination, which is working unceasingly, shows the actualization of the creative ac-

⁵⁰ Nesbitt 2006a

⁵¹ Nesbitt 2013b

tivity of the children's poet. Creativity is supported by the author's knowledge about the world of childhood, the masterly use of linguistic means. This fact testifies to the high level of language competence of the children's poet. The linguistic creativity of the children's poet is actualized by creating rhymed texts devoted to children. It is possible due to the rich imagination, the sense of humour, non-standard thinking, memory, intellectual potential, etc. Chil-

dren's poetic texts are the product of the linguistic and creative activity of the author.

Perspective for further researches we see in the thorough study of the linguistic identity of different children's poets; the detailed analysis of the types of language games, as one of the kinds of linguistic and creative activity of the author of the children's poems. The results of such analysis will make it possible to design the language games' classification and typology.

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Анотація

Стаття присвячена виявленню основних особливостей мовної особистості автора англomовних дитячих поетичних текстів. Мовну особистість дитячого поета розглядаємо як сукупність здібностей, характеристик, таланту і хисту носія конкретної мови, що обумовлюють створення автором поетичних текстів, призначених для дітей. Мовна особистість дитячого поета вирізняється володінням високорозвиненою мовною компетенцією, досконалими знаннями літературної мови, вибором і вживанням мовностилістичних засобів у відповідності до мети, здатністю створювати римовані тексти з чіткою ритмічною організацією, обізнаністю з дитячою психофізіологією. Зазначене обумовлює індивідуально-авторську своєрідність лінгвотворчості. Жодна творчість неможлива без уяви, саме тому творчість характеризують як складний психічний процес, пов'язаний з характером, інтересами, здібностями особистості. Уява дитячого поета постійно працює, творячи для дітей. Дитячий поет створює нові образи, зрозумілі дитячому сприйманню, на основі фонових знань реципієнтів, з орієнтацією на їх емоційсферу. Це складний процес, що свідчить про креативну складову мовної особистості дитячого поета. Мовна гра постає одним із видів лінгвокреативної діяльності. Найтиповішими прикладами мовної гри у текстовому просторі дитячих віршів виявляється звукове обігрування слів (алітерація, звуконаслідування) і повтори, що вербалізуються на різних мовних рівнях. Креативність мовної особистості дитячого поета обумовлена хистом до римування, майстерністю створювати дитячі поезії, що актуалізують мовнокреативний процес, результатом якого являються дитячі поетичні тексти, що творені лінгвокреативною особистістю, яка володіє високим рівнем мовної компетенції. Креативне середовище охоплює дитячу читачку аудиторію з усіма її особливостями та обумовлене лінгвокультурним контекстом. Структура креативності мовної особистості дитячого поета охоплює мотиваційні, емоційні, інтелектуальні, комунікативні та інші властивості.

Ключові слова

Дитячий поет, мовна особистість, мовна компетенція, англomовні дитячі поетичні тексти, уява, креативність, мовна гра, креативна діяльність.