

## LANGUAGE GAME AS FORM OF LINGUISTIC CREATIVITY MANIFESTATION

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**Abstract:** *The article reveals on the notion of the language game as a form of linguistic creativity manifestation and the creation of conditions for the development of students' creative abilities. The manifestation of these skills is the formation of new words and the willing ness to choose the stylistic devices.*

**Keywords:** *language game, creativity, linguistic creativity, linguistic intelligence, language creation*

Creation of pedagogical conditions for the development of creative abilities and qualities of the student's personality, the formation of a creative personality, necessary for society to solve problems in an optimal way, is one of the most important goals of education. Constructive way of thinking, awareness of cause-and-effect relationships, competent justification of their decisions distinguish a creative specialist from a performer. The phenomenon of creativity is the subject of study of various sciences, such as psychology, pedagogy, psychophysiology, neurophysiology, art history and others. The concept of creativity as the ability to create was introduced into science by J. Guilford. Creativity is interpreted as a process of divergent thinking, in which people search for a solution in all possible directions in order to consider as many options as possible and choose the best one. However, in recent times and in domestic science this concept has been given a lot of attention. Creativity is characterized as a set of intellectual and personal features of a person, thanks to which an individual is able to independently see problems, solve them unconventionally, find many original ideas.

In recent years, the aspect of realizing the creative possibilities of a linguistic personality in the use of linguistic means has been increasingly studied. G. Gardner, in his theory of multiple intelligence, points out that a

person does not possess a single intelligence, but several, one of which is the leading one. Among the seven types of intelligence, the researcher singled out linguistic intelligence, which he characterizes as the ability to work with words [4; 311]. Creative properties of linguistic activity are realized as a characteristic feature of communication between people. This is expressed, first of all, in the concept of linguocreativity, the ability to choose stylistic techniques. This is a person's ability to use original, non-standard linguistic techniques and means of expressing thoughts in a foreign language [3; 161]. In other words, linguistic creativity is a system of knowledge about language, thanks to which a language learner creates new words, transforms existing linguistic means in order to expand their semantics, attract attention, and achieve a certain effect. Most linguists believe that language game is a form of linguocreative activity associated with the deliberate violation of linguistic and speech norms and aimed at performing a certain function [6; 116]. It should be noted that language game is not just a witty distortion of literary units, but a reaction of language to the processes and phenomena occurring at a given time in the life of society. Changes in the lexical and phraseological composition of the language most adequately reflect the phenomena of modern reality. Only those who are able to feel the playful creative possibilities of language use their right to paraphrase, change and game with already available linguistic and speech material. This is done with the aim of rejecting stereotypes, bringing freshness, originality, their own assessment, individuality.

If for philosopher L. Wittgenstein, the author of the concept of language games, language is represented by a set of language games [2; 82], then in linguistics under this term researchers understand an experiment with the form of speech, the result of which is a conscious deviation from the norm. Thus, language game is an emphasis on the form of speech itself with the aim not just to communicate certain information, but to achieve a certain effect, most often comic. Such scientists as V. Z. Sannikov, T. A. Gridina, N. V. Danilevskaya

and others have studied language game. Almost all researchers agree that language game is associated with a deliberate violation of linguistic and speech norms, while performing a certain function. They also emphasize that it is necessary to distinguish between the facts of language game and speech errors [5; 26]. N. V. Danilevskaya believes that the criterion for their differentiation is the level of language competence of the speaker. In contrast to speech errors, language game arises due to the knowledge of systemic linguistic relations and mastery of stylistic patterns of language units use, as well as taking into account the genre specifics of speech production. Language game has a dual orientation: it is a linguistic and speech phenomenon, because the ability to creatively break the learned models of standard language use is of paramount importance for the realization of language game.

Thus, the desired effect of the language game can be achieved provided that the person receiving the information is ready to adequately perceive the language game, which depends on the level of linguistic competence of the speaker. The effect produced by the language game depends on the level of linguistic culture of the addressee. If the linguistic potential of the speaker and the addressee does not coincide, the response may be misunderstanding. The ability to game is an important indicator of the level of human development. One of the functions of language game is linguistic-creative, which consists in the necessity to develop language and thinking. This is the phenomenon of language game: being a kind of entertainment, it can develop into training, education, creativity and a model of human relations. Language game avoids banality and ordinariness and gives its creator the opportunity to emotionally influence the addressee.

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