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PERSONAL SELF-IDENTIFICATION PECULIARITIES: BIOGRAM “CHILDHOOD” (a case study of the literary biography by W. Isaacson “Steve Jobs: A Biography”)

The subject of the paper is Steve Jobs' personal self-identification in his childhood. Lexical units (words, phrases) are the descriptors of the text of the literary biography that outline the main sense of the biogram “CHILDHOOD”. Their semantic connections reflect the peculiarities of personal self-identification of Steve Jobs being a child. The project *aims* to analyze Steve Jobs' memories, the case study being the biogram “CHILDHOOD” to find out how this stage of life has influenced the formation this outstanding figure's personal self-identification. Each biogram is a certain model of events and, in this article, it is represented by three structural components: “Adoption”, “Silicon Valley” and “Schooling”.

The matter of identity (self-identity) logically attracts the attention of modern scholars in accordance with the current trends of an anthropocentric approach to language. Therefore, the topicality of the paper is caused by the necessity to identify lexical descriptors of the “CHILDHOOD” biogram, the latter being aimed at realizing S. Jobs' motive of self-knowledge. The general scientific methods (analysis, synthesis, generalization), the contextual and interpretive method, and discourse analysis are used. The novelty of the research is determined both by the object of the study and the angle of the analysis, creating favorable grounds for further delineation of S. Jobs' psychological image on the one hand, and his speech behavior on the other hand.

As a result of the research, it has been established that in the text of the literary biography “Steve Jobs: A Biography”, the dominance of personal memories is usually combined with chronological sequence, and reasoning and teaching is connected with the thesaurus (thematic) way of presentation. Each biogram, as a certain segment on a straight life path, shows how a personality is formed and how he / she forms ideas about himself / herself as a self-identical, integral and unique individual. Via the “CHILDHOOD” biogram, we have managed to single out specific lexical descriptors, the synthesis of which outlines all the characteristics of Steve Jobs being a child as a developing personality: INDEPENDENCE, DETACHMENT (UNIQUENESS), and CREATIVITY AS A PROSPECTIVE VISION OF OWN PRODUCT DEVELOPMENT.

We consider a detailed study of the following biograms to be promising: “CAREER”, “PRIVATE LIFE”, “SEARCHING OF ONE'S OWN DESTINATION”, etc. Studied together (separately or generally) they will help outline Steve Jobs' psychological image in the literary biography “Steve Jobs: A Biography”.

Keywords: literary biography; Steve Jobs; self-identification; biogram; thesaurus (thematic) method of presentation.

Defining the problem and providing argumentation of the topicality of its consideration. Every person is an individual. Philosophical interpretations define the category “personality” as a unique combination of patterns influencing a person's behaviour, thinking, motivation, and emotions. There is another definition of the concept of personality: it is a set of individual characteristics determined by the individual's development: values, attitudes towards others, personal memories, social relations, habits and skills (Khoruzhiy, 2018, p. 107).

H. Khoruzhiy affirms the concept of self-identification to be considered as a process of achieving self-identity or self-determination, the relevance of which is connected with the internal basis of personality's socialization and identity crisis. Self-identification involves the individual's certain construction, which includes self-awareness, self-esteem, one's own image and perception of the world as well.

The latter is aimed not only to the ideas about the surrounding world and social life, but also the knowledge about oneself (2018, p. 109).

Self-identification is defined as the formation of ideas about oneself as a self-identical, integral and unique individual. O. Lisovyi believes that self-identification can be viewed as the identification of oneself with another person (group, stratum, class) as a whole or as an inclusion of their individual qualities in the image of one's own “I”. At the same time, not only external forms of behaviour for imitation are borrowed, but also the prerequisites for the formation of certain personal patterns: ideals, value orientations, worldviews, interests, etc. (2012, p. 3).

Personal self-identification is joining oneself mentally to a certain social type of people, identifying oneself with it. The basis for such identification is a person's opinion about the presence of the corresponding quality, that is, judgments of the type “I am

good”, “I am fair”, “I am hardworking”, etc. As a product of self-knowledge and self-evaluation of one’s personal qualities, self-identification determines the emotional tone of an individual (a sense of confidence or self-deprecation). It orients to self-education and creates spiritual prerequisites for an individual’s social self-identification. In other terms, personal self-identification is the comprehension of one’s integration into certain social groups of people who have the same moral and business qualities (Chausova, 2016, p. 87).

In the text of the literary biography “Steve Jobs: A Biography”, the dominance of personal memories is usually combined with chronological sequence, and reasoning and teaching is connected with the thesaurus (thematic) way of presentation. The use of biograms as structural units of the entire life and their biographical description outline the set of names and titles, images and experiences, concepts and ideas, on the one hand, and form the biogramic content of the life itself, on the other hand. We believe that each biogram, as a certain segment on a straight life path, can show how a personality is formed and how he / she shapes ideas about himself / herself as a self-identical, integral and unique personality.

It is the thesaurus (thematic) way of factual material presentation that appears to be the source of information contributing to the discovery of structured knowledge. It is presented as a set of descriptors connected to each other by certain semantic relations.

The *topicality* of the research is caused by a necessity to identify lexical descriptors of the “CHILDHOOD” biogram, the latter being aimed at realizing S. Jobs’ motive of self-knowledge. The project *aims* to analyze Steve Jobs’ memories, the case study being the biogram “CHILDHOOD” to find out how this stage of life has influenced the formation of this outstanding figure’s personal self-identification. The *subject* of the paper is Steve Jobs’ personal self-identification in his childhood. Lexical units (words, phrases) are those descriptors of the text of the literary biography that describe the main sense of the biogram “CHILDHOOD”. Their semantic connections reflect the peculiarities of Steve Jobs’ personal self-identification in his childhood and contribute to the realization of the motive of self-knowledge. Descriptors are presented in this paper in capital letters. The general scientific *methods* (analysis, synthesis, generalization), the method of contextual analysis, the interpretive method, and discourse analysis are used in the paper.

Research analysis. Undoubtedly, matters of identification (self-identification) are the prerogative of philosophical scientific circles (Alieksieieva, 2017; Khoruzhyi, 2018; Lisovyi, 2012). This issue has been receiving much attention due to the problems of finding the meaning of human life against the background of various processes, such as globalization, unification, multiculturalism and virtualization of existence (Koliada, 2022, p. 24). K. Alieksieieva claims that in the everyday arrangement of life situations,

we are looking for the personal and original. We create our personal life story through the narrative expression of events as its full-fledged authors. In this way, we always correlate our narrative with our own position within humanity, since it necessarily involves the participation in the holistic context of intersubjective space. In addition, the eventful choice of reading a biographical narrative directs us to the fact that details are taken exclusively as influences, situations, favourable coincidences of circumstances that contribute to the emergence of creative thinkers and original works. Such a creator and his work become the initial conditions of personal experience, which is constituted by the narrative identity of a person (2017, p. 23).

It should be noted that the problem of a person’s self-identification is constantly in the multi-angle system of social relations (Leary, 2003; McAdams, 2023). Recently, the attention of linguists has been directed to studying the functioning of language as the main means of expression and formation of the speaker’s identity. In addition, as for linguistic bases of personality formation, one can proceed from two key ideas: language is one of the most dominant means for self-identification and identity construction; and analysis of discursive events that an individual is involved in allows to disclose his / her psychological and ideological characteristics (Drager, 2015).

Presenting main material. Personal self-identification is manifested in the implementation of a number of motives, among which the motive of self-knowledge occupies the initial position. “The description of Steve Jobs’ self-identification is directly related to the realization of the motives of self-knowledge, image creation, and creative self-expression. The realization of the self-knowledge motive is based on auto-communication. This motive is not related to communicative strategies and is actualized through such forms of self-knowledge as memories, self-observation, self-analysis, and self-evaluation” (Hlavatska, 2023, p. 217).

Although the text of the biography being analyzed now has an author, W. Isaacson, we believe that Steve Jobs, as the object of an artistic and biographical image, appears as a co-author of the text. His self-reflection, that is, the ability to witness and evaluate his own cognitive, emotional, and behavioural processes, is indicated by the process of reminiscence. Here, in our opinion, it is worth turning to a set of biograms, that is, a certain arrangement of the facts of Steve Jobs’ life. The term “biogram” is borrowed from the natural sciences (originated from Greek — “record of life”). One of its possible interpretations is the fixation of the most significant signs and milestones of a person’s life path within the most remarkable outlines for social consciousness (Popyk, 2015, p. 124–125).

It has already been noted in scientific circles that the literary biography of Steve Jobs is structured chronologically and consists of forty-two chapters (Hlavatska, 2022, p. 130). The very process of Steve

Jobs' memories is the basis for the literary biography. We think it would be superfluous to indicate the dominance of biograms of Steve Jobs' private life or his life as an entrepreneur. It is worth considering that each stage of his life path is described in full, with an indication of the year, date, environment and certain persons.

As a structural component of a personality's socialization, self-identification is intensively carried out in childhood and adolescence, but does not end there. It accompanies a person in the so-called adult period of his / her life and activities (Lisovyi, 2012, p. 2).

The family is the beginning where the foundations of the personality and his / her values are formed. It guarantees successful adaptation in the society, since the family as a socializing structure depicts a person not only as a biological unit, but also as an individual with certain social, cultural and moral qualities. (Meleshchenko, 2018, p. 50)

We aim to look into Steve Jobs' memories beginning with the biogram "CHILDHOOD" just to find out how this stage of his life has influenced the formation of his personal self-identification. Each biogram is a certain model of events and, in turn, can be represented by its separate structural components.

To our mind, the biogram "CHILDHOOD" can be outlined from the first two chapters of "Steve Jobs: A Biography" — "Childhood" and "ODD COUPLE. The Two Steves" (Isaacson, 2011). Their subchapters correspond to several structural components, which in total can be summed up under the sign of the biogram "CHILDHOOD". The processing of factual material proves that Steve Jobs could make certain "discoveries" of his personality deeply in his childhood. And this, we believe, contributes to the realization of the motive of self-knowledge. In the "Childhood" chapter, the author deliberately indicates several levels of Steve's awareness of his unique personality: "his first realization" (2011, p. 30), "Another layer of awareness occurred soon after" (2011, p. 30).

Structural component 1 — "Adoption". The fact of Steve Jobs' adoption by Clara Hagopian-Jobs and Paul Jobs was known to little Steve from his early childhood. He recalled that his adoptive parents were open with him, no doubt this trait of their characters was transferred to him: "My parents were very open with me about that," he recalled (2011 p. 24). Here W. Isaacson draws our attention to three qualifying epithets — "Abandoned. Chosen. Special" (2011, p. 25). It should be stated that they are presented in the text in a telegraphic style; this indicates the brevity and accuracy of the author's language and Steve Jobs' three key features being traced throughout the whole biography. These concepts took root in Steve's consciousness and influenced his further personal self-identification: *Those concepts became part of who Jobs was and how he regarded himself* (2011, p. 25).

What's interesting is that, according to the text of the biography, Steve's friends and the mother of his

first daughter noticed that the very fact of adoption had a dual effect on the formation of his personality: on the one hand, it is the total control over everything (*He wants to control his environment, and he sees the product as an extension of himself* (2011, p. 25)) and his own lack of control, cruelty towards others, on the other hand (*"The key question about Steve is why he can't control himself at times from being so reflexively cruel and harmful to some people," he said* (2011, p. 25)). Moreover, being abandoned, Steve himself left his girlfriend with a child: *"He who is abandoned is an abandoner," she said* (2011, p. 25). Based on the author's remark, Steve Jobs later regretted and admitted his mistake: (*He eventually took responsibility for her*) (2011, p. 25).

Steve Jobs did not agree with this. He stated that the fact of adoption made him INDEPENDENT, and the words of his parents about his INDIVIDUALITY completely influenced his future life: *"Knowing I was adopted may have made me feel more independent, but I have never felt abandoned. I've always felt special. My parents made me feel special"* (2011, p. 25).

Thus, ADOPTION led to INDEPENDENCE, INDIVIDUALITY (SPECIALITY).

Structural component 2 — "Silicon Valley". Silicon Valley became a kind of startup for realizing Steve's dream: *He soaked up the history of the valley and developed a yearning to play his own role* (2011, p. 28). All this happened when Steve Jobs was a junior schoolboy.

OBSERVATION: watching his father working in the garage, where he assembled cars from old parts and tried to attract his son to work, and the houses of the real estate developer Joseph Eichler, Steve Jobs had already sketched the future design for a mass product in his small head:

"I love it when you can bring really great design and simple capability to something that doesn't cost much," he said as he pointed out the clean elegance of the houses. "It was the original vision for Apple. That's what we tried to do with the first Mac. That's what we did with the iPod." (2011, p. 27)

CURIOSITY / INTELLIGENCE. Silicon Valley, as the site of the chip, battery, radar industry in the 1970s, became a place where Steve's curiosity grew day by day: *"Growing up, I got inspired by the history of the place," Jobs said. "That made me want to be a part of it"* (2011, p. 29); *"Most of the dads in the neighborhood did really neat stuff, like photovoltaics and batteries and radar," Jobs recalled. "I grew up in awe of that stuff and asking people about it"* (2011, p. 29).

As a child, Steve learned to accumulate what was said and seen with the subject and, moreover, to achieve his desired plan. For example, Steve once tried to convince his father that microphones did not necessarily require an electronic sound amplifier, which his father insisted on. Perhaps the boy would not have guessed it, but the opportunity to be present

during the experiment conducted by his neighbour, Larry Lang, provoked Steve to establish the truth — the sound amplifier is redundant. And Steve realized that he was smarter than his father: *Then a more disconcerting discovery began to dawn on him: He was smarter than his parents* (2011, p. 30). However, according to Jobs himself, in combination with the fact of adoption and the discoveries we have made above, Steve became DETACHED and SEPARATE, i.e. INDEPENDENT: *This discovery, he later told friends, along with the fact that he was adopted, made him feel apart — detached and separate — from both his family and the world* (2011, p. 30). We believe that being detached and separate means unique, unusual, exceptional to a greater extent rather than remote and lone.

But the realization that the Jobs have a talented and special child directed their further actions only to ensure that Steve had a decent education. The awareness of two factors — adoption and his own uniqueness contributed to Steve Jobs' further personal self-identification: *So he grew up not only with a sense of having once been abandoned, but also with a sense that he was special. In his own mind, that was more important in the formation of his personality* (2011, p. 30).

Thus, OBSERVATION, CURIOSITY/INTELLIGENCE have led to INDEPENDENCE and DETACHMENT.

Structural component 3 — “Schooling”. Since his school days, it seemed to Steve Jobs that not only his parents, but also teachers, Mogene Hill, for example, saw a certain peculiarity in him: *“In my class, it was just me she cared about. She saw something in me.” It was not merely intelligence that she saw* (2011, p. 32). Such a feature was manifested in Steve's intellectual development. The fact is that when Steve was a fourth-grade-student the school directorate decided to transfer him to the seventh grade based on the results of his test, but his parents decided, guided by their wisdom, to transfer him to the sixth grade:

“I scored at the high school sophomore level,” he recalled. Now that it was clear, not only to himself and his parents but also to his teachers, that he was intellectually special, the school made the remarkable proposal that he skip two grades and go right into seventh; it would be the easiest way to keep him challenged and stimulated. (2011, p. 32)

It was the school that formed in the boy a sense of inability to withstand the effects of an unfriendly environment (VULNERABILITY), lack of soul, warmth, sympathy in relation to others (INSENSITIVITY), making clear, uncompromising demands that are not subject to discussion and demanding their exact implementation (HARDNESS) and DETACHMENT as the ability to complete the creation of a full-fledged personality (Vidokremlennia yak mekhanizm..., 2023): *He was already starting to show the admixture of sensitivity and insensitivity, bristliness and detachment, that would mark him for the rest of his life*

(2011, p. 31). It should be noted that the ability to detachment is primarily a positive potential to maintain, protect, and preserve the personal (Vidokremlennia yak mekhanizm..., 2023), that is, the ability to INDEPENDENCE.

The motive of self-knowledge is also realized in the fact that Steve, a teenager, had his OWN POINT OF VIEW on everything, religion in particular. The realization that glorifying God does not correlate with the real state of events (starving children) confirmed Steve's position not to attend the Lutheran church, and later to formulate his opinion in the following way: *“The juice goes out of Christianity when it becomes too based on faith rather than on living like Jesus or seeing the world as Jesus saw it,” he told me* (2011, p. 33). His harshness also manifested itself in relation to the authorities. His electronics teacher, John McCollum, had his own view on power, and Steve did not share it: *McCollum believed in military discipline and respect for authority. Jobs didn't. His aversion to authority was something he no longer tried to hide, and he affected an attitude that combined wiry and weird intensity with aloof rebelliousness* (2011, p. 37). And again we observe Steve's challenge to the environment, his INDEPENDENCE, unwillingness to deal with anyone, and to be an INDIVIDUAL: *McCollum later said, “He was usually off in a corner doing something on his own and really didn't want to have much of anything to do with either me or the rest of the class”* (2011, p. 37).

Striving for perfection and the work that Steve liked formed in him the ABILITY TO COMMUNICATE with strangers, as well as to take comfort in the fact that you know how to design and CREATE A NEW PRODUCT. It should be noted that at this point Steve is still a schoolboy:

“Back then, people didn't have unlisted numbers. So I looked up Bill Hewlett in Palo Alto and called him at home. And he answered and chatted with me for twenty minutes. He got me the parts, but he also got me a job in the plant where they made frequency counters.” Jobs worked there the summer after his freshman year at Homestead High. (2011, p. 35)

During this period of his life, Steve was fascinated by electronics and created his first inventions, showing his DESIRE TO WORK:

For one of his projects, he made a device with a photocell that would switch on a circuit when exposed to light, something any high school science student could have done. He was far more interested in playing with lasers, something he learned from his father. With a few friends, he created light shows for parties by bouncing lasers off mirrors that were attached to the speakers of his stereo system. (2011, p. 37).

OBSERVATIONS of the surrounding world laid the foundations for S. Jobs' linguistic personality formation.

Among the peculiarities of his speech, following M. Berezhna, we point out figurativeness, verbosity and irregularity, which demonstrate the process of thought formation (2019, p. 19). He often uses complex sentences expressing several ideas at the same time. Jobs has a pronounced tendency to associative thinking: he talks not about the specifics of the object, but about associations that he has in connection with it. So, once as a child, Steve visited their family farm and witnessed the birth of a calf. At first glance, a normal child would find such a process unfavorable and disgusting, but not for Steve. He found nothing outrageous in it; on the contrary, the birth of the calf surprised him and led him to specific images and thoughts, respectively:

"It was not something she had learned, but it was instead hardwired into her," he recalled. "A human baby couldn't do that. I found it remarkable, even though no one else did." He put it in hardware-software terms: "It was as if something in the animal's body and in its brain had been engineered to work together instantly rather than being learned." (2011, p. 34)

The realization of the motive of self-knowledge is also observed in Steve's fascination with literature: *I started to listen to music a whole lot, and I started to read more outside of just science and technology — Shakespeare, Plato. I loved King Lear (2011, p. 36)*. We can assume that reading the works of such authors influences somehow his psychological image and strong linguistic personality as well.

In the second chapter "ODD COUPLE. The Two Steves" the author tells about the birth of friendship between Steve Jobs, a school-boy, and Stephen Wozniak, *"a graduate who was the teacher's all-time favorite and a school legend for his wizardry in the class" (2011, p. 38)*. It was Wozniak who got Steve Jobs interested in Bob Dylan's music and songs. This singer's songs are filled with a wide range of political, social, philosophical and literary trends. They contributed, as Jobs himself believes, to the development of his creative thinking: *We'd buy brochures of Dylan lyrics and stay up late interpreting them. Dylan's words struck chords of creative thinking (2011, p. 42)*. Bob Dylan is an outstanding personality. His work challenged the existing rules of pop music and became an important part of the developing countercultural movement in the 60s of the last century. By the way, Bob Dylan became the first musician in history to have albums in the top 40 of the Billboard chart over the past 70 years. We suppose that it is possible that this enthusiasm for the music of the "voice of the generation" really influenced the further development of Steve Jobs' personality, who himself became an outstanding figure and a rebel to a certain extent.

The ability to TEAMWORK germinated in Steve being a high school student. This skill manifested in certain pranks of the teenager who was able to organize

a certain group of friends around him for jokes, entertainment and laughter: *Jobs had formed a club at Homestead High to put on music-and-light shows and also play pranks (2011, p. 42)*.

The friendship between two Steves (Jobs and Wozniak) was the flying start of the birth of the Apple idea. It concerns their own invention called Blue Box — the invention that made long-distance phone calls for free. It was the first device that, primarily, was developed in a team, and, secondly, became a profitable business:

"We made a hundred or so Blue Boxes and sold almost all of them," Jobs recalled; "If it hadn't been for the Blue Boxes, there wouldn't have been an Apple," Jobs later reflected. "I'm 100 % sure of that. Woz and I learned how to work together, and we gained the confidence that we could solve technical problems and actually put something into production." (2011, p. 45)

So, Steve Jobs' talent to combine friendship, the thirst for ingenuity the love for electronics — all these took shape in a great desire to create his own product:

The Blue Box adventure established a template for a partnership that would soon be born. Wozniak would be the gentle wizard coming up with a neat invention that he would have been happy just to give away, and Jobs would figure out how to make it user-friendly, put it together in a package, market it, and make a few bucks. (2011, p. 45)

VULNERABILITY, INSENSITIVITY, HARDNESS, DETACHMENT, ABILITY TO COMMUNICATE, DESIRE TO WORK (CRAVING TO CREATE A NEW PRODUCT), OBSERVATION, TEAMWORK CAPACITY have led to a perspective vision of developing Steve's own products, his creativity and final understanding of his integration into certain social groups of people having the same moral and business qualities, on the one hand, and self-determination, on the other hand.

Conclusions and perspectives. Thus, via the biogram "CHILDHOOD", which covers the first two chapters of the literary biography of W. Isaacson, we have managed to single out specific lexical descriptors, the synthesis of which outlines all the characteristics of Steve Jobs — a child — as a personality that is beginning to develop: INDEPENDENCE, DETACHMENT (UNIQUENESS), and CREATIVITY AS A PROSPECTIVE VISION OF OWN PRODUCT DEVELOPMENT). This biogram has three structural components: "Adoption", "Silicon valley" and "Schooling". The fact that the unique structure of self-identity is determined and changed as a result of orientation in the social environment, which is also constantly changing, remains indisputable. But personal self-identity appears as the phenomenon that provides a person with integrity, identity and determination; it is developing while professional training,

together with the formation of self-determination, self-organization and personalization.

Our work clearly has some limitations. Nevertheless we believe it could be a springboard for further detailed studies of other biograms such as “CARRIER”, “PRIVATE LIFE”, “SEARCHING FOR ONE’S OWN DESTINATION”, etc. Studied together (separately or generally) they will help outline Steve Job’s psychological image, on the one hand, and his speech behaviour — a set of conscious and unconscious actions through which a person’s character and the way of his life are revealed, on the other. Thus, future work will look into these issues.

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ОСОБЛИВОСТІ ОСОБИСТІСНОЇ САМОІДЕНТИФІКАЦІЇ: БІОГРАМА «ДИТИНСТВО» (на матеріалі літературної біографії В. Айзексона «Steve Jobs: A Biography»)

Предметом статті постає особистісна самоідентифікація Стіва Джобса в дитинстві. Лексичні одиниці (слова, словосполучення) — це ті дескриптори тексту літературної біографії, які описують основний зміст біограми «ДИТИНСТВО». А їхні семантичні зв’язки віддзеркалюють особливості особистісної самоідентифікації Стіва Джобса в дитячому віці. Мета дослідження — проаналізувати спогади Стіва Джобса на прикладі біограми «ДИТИНСТВО» задля того, щоб з’ясувати, яким чином цей етап життя вплинув на формування особистісної самоідентифікації цієї видатної фігури. Кожна біограма — це певна модель подій, і в цій статті вона представлена трьома структурними елементами: «Всиновлення», «Силіконова долина» та «Навчання в школі».

Питання ідентичності (самоідентичності) логічно привертає увагу сучасних науковців відповідно до сьогочасних тенденцій антропоцентричного підходу до мови. Тому актуальність дослідження спричинена потребою виявлення лексичних дескрипторів біограми «ДИТИНСТВО», які спрямовані на реалізацію мотиву самопізнання С. Джобса. У роботі використано загальнонаукові методи дослідження (аналіз, синтез, узагальнення), контекстуально-інтерпретаційний метод і дискурс-аналіз. Новизна розвідки зумовлена об’єктом вивчення та ракурсом аналізу, що створює сприятливий ґрунт для подальшого окреслення психологічного образу Стіва Джобса, з одного боку, і його мовленнєвої поведінки, з іншого.

У результаті дослідження встановлено, що в тексті літературної біографії «Steve Jobs: A Biography» домінування особистих спогадів, як правило, поєднується з хронологічною послідовністю, а міркування та повчання пов’язані з тезаурусним (тематичним) способом викладу. Кожна біограма як певний відрізок на прямій життєвого шляху показує, як відбувається становлення особистості та формування її уявлень про себе як самототожну,

цілісну й унікальну особистість. Крізь біограму «ДИТИНСТВО» нам вдалося виокремити конкретні лексичні дескриптори, синтез яких окреслює всі характеристики Стіва Джобса — дитини як особистості, що починає розвиватися: НЕЗАЛЕЖНІСТЬ, ІЗОЛЬОВАНІСТЬ (УНІКАЛЬНІСТЬ) і КРЕАТИВНІСТЬ ЯК ПЕРСПЕКТИВНЕ БАЧЕННЯ РОЗВИТКУ ВЛАСНОГО ПРОДУКТУ.

Перспективним видається детальне вивчення інших біограм, таких як «КАР'ЄРА», «ПРИВАТНЕ ЖИТТЯ», «ПОШУК ВЛАСНОГО ПРИЗНАЧЕННЯ» тощо. Їхнє дослідження (окреме чи в сукупності) посприє окресленню психологічного образу Стіва Джобса в тексті літературної біографії «Steve Jobs: A Biography».

Ключові слова: літературна біографія; Стів Джобс; самоідентифікація; біограма; тезаурусний (тематичний) спосіб викладу.

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