



## Стилистические особенности русскоязычной молодежной интернет-коммуникации

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**Аннотация.** В статье рассматриваются результаты контент-анализа интернет-коммуникации подростков (младших и старших подростковых групп учащихся). Основой исследования послужили школьные чаты определенной содержательной направленности, что дало возможность выделить лексические категории, которые дополняют и трансформируют стилистические средства в зависимости от ситуации общения. Делается вывод о том, что в русскоязычном молодежном социуме прослеживаются общая тенденция к «токсично» насыщенной лексике интернет-коммуникации и частные (возрастные и гендерные) особенности коммуникантов.

**Ключевые слова:** интернет-стистика, интернет-коммуникация подростков, особенности коммуникации в чате, лексика эмоциональной оценки, лексика рациональной оценки, нейтральная (безоценочная) лексика

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Original article

## Stylistic Features of Russian-Language Internet Communication of the Younger Generation

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**Abstract.** The article presents the results of the content analysis of adolescents' (younger and older adolescent groups of schoolchildren ) Internet communication. The basis of the study was school chats with certain content topics, which made it possible to identify lexical categories that complement and transform stylistic means depending on the situation of communication. It is concluded that in the Russian-language youth society there is both a general tendency towards a "toxically" saturated vocabulary of Internet communication and particular (age- and gender-related) features of communicants.

**Keywords:** Internet stylistics, Internet communication of adolescents, features of communication in chats, vocabulary of emotional evaluation, vocabulary of rational evaluation, neutral (non-evaluative) vocabulary

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## INTRODUCTION

The advancement of digital technologies and their application in the field of Humanities offers fundamentally new opportunities for obtaining information about the language peculiarities of representatives of various age groups. A common form of communication is chats in Internet messengers, that is, subject-matter associations of people for real-time messaging. Communication of adolescents in such chats takes a significant amount of time [Подгорная, Демиденко, 2014]. The most frequent school chats are for communication with classmates. It is in this type of digital communication that topics of interest to adolescents are most clearly presented and their age and other characteristics are reflected [Сорокина, 2018].

The *purpose* of the study presented in the article is to identify some age-related features of the language of adolescents in digital communication. The *object* of the study is the written language of adolescents in the context of digital communication.

The *hypotheses* of the study are as follows:

- the language of adolescents in the context of digital communication on the material under study highlights age and gender differences;
- the language of adolescents in the context of digital communication on the material under study is characterized by expressiveness and verbal aggression.

The objectives of the study included:

- identifying the language features of adolescents based on the analysis of scientific literature with the development of a characterological matrix;
- empirical testing of the identified characteristics of the language of adolescents in digital communication.

## CATEGORIES OF ANALYSIS FOR THE LANGUAGE MATERIAL UNDER STUDY

Based on the analysis of scientific literature and dictionaries, the following categories of the material under study were determined: the subject of

communication; the presence in the statements of adolescents of vocabulary of expression that is not differentiated in terms of meaning (expressiveness as such); vocabulary of negative emotional evaluation; vocabulary of negative rational evaluation; vocabulary of positive emotional evaluation; non-evaluative vocabulary; interjections; digital images, memes, signs (numbers, signs of mathematical operations)<sup>1</sup>.

The main feature of the category of *vocabulary of expression that is not differentiated in terms of meaning* is the characteristic stylistic nuances and expressiveness of words to the nominative meaning of one or another word and, as a result, an increase in the degree of emotional tension [Кузина, 2019]. Thus, in this category, we included the vocabulary of motivation and activity (добиваться, успеть); slang vocabulary, which combined school, youth, computer, criminal and many other jargons (клава, лох, ржать, etc.); obscene vocabulary; and vocabulary with intensifying meaning (никогда, точно, всё, etc.).

The category of evaluative units is a set of units of various levels of the language, which are connected by an evaluated value and convey a negative or positive attitude of the subject of communication to the content of a spoken statement. Evaluative statements are diverse and include not only constructions that directly contain evaluative lexemes “bad / good”, but also many expressions or words containing evaluation and evaluative seme. The language contains a number of multi-level means that serve to convey the category of evaluation. In our work, the implementation of linguistic evaluation is considered mainly at the lexical level.

The basis of evaluative vocabulary are, due to part-of-speech semantics, adjectives and adverbs, emotionally colored verbs, nouns and metaphorical and phraseological units formed on their basis.

Emotional evaluation is the result of the subject's individual perception of the object being evaluated; it includes a logical basis, but the emotional component prevails over the rational one [Пантеева, 2020]. This kind of evaluation is partly motivated by the will of the person who perceives

<sup>1</sup> Захарова Л. А., Шуваева А. В. Словарь молодежного сленга (на материале лексикона студентов Томского государственного университета). Томск: Томский государственный университет, 2014.

reality. Emotional-evaluative vocabulary includes two independent groups: vocabulary with a positive connotation and vocabulary with a negative connotation. The final belonging of words or statements to these groups depends on the context of their use: for example, stylistically neutral units can be interpreted as emotionally colored, but at the same time perceived either as an insult (swear word) or as an approval [ibid.].

The *vocabulary of negative emotional evaluation* often represents verbal aggression. Verbal aggression is a type of verbal behavior, the main purpose of which is to insult, humiliate and cause moral discomfort directly to the object of aggression [Закоян, 2010].

In the material under study, it was found that the dominant type of verbal aggression is offensive, characterized by spontaneity, impulsiveness and affect, and is a means of a linguistic “attack” against the interlocutor, including invectives (a number of words or expressions, the semantics of which conveys the intention to disgrace, insult or humiliate a person [Бельчиков, 2002]). In the dictionary<sup>1</sup> edited by A. A. Gritsanov, illustrative examples of invective signs of various axiological concepts are given: labor skills (for example, неумеха); strict regulation of sex – abnormal behavior in this regard (incestuous insults, attribution of perversions); cleanliness – attribution of non-compliance with hygiene (грязный, немытый); family ties – the exclusion of the addressee from the family (*bastard*, сукин сын); religiosity – the exclusion of the addressee from the “sphere of divine protection” (eng. *God damn* – будь ты проклят [богом], иди к черту)<sup>2</sup> [Инвектива, 2001, с. 302], etc.

This category of analysis also includes the vocabulary of destruction and violence (for example: души́ть, изнасиловать, угрожать), the vocabulary of suffering, which includes the vocabulary of illness, death and a negative emotional state (страдать, боль, плакать), as well as the vocabulary of protest behavior (бунтовщик, портить, спорить, etc.).

The *vocabulary of positive emotional evaluation* includes vocabulary of health, development, family roles, sincerity and positive emotional states (надежда, материнский, смешно, etc.).

The rational evaluation that M.A. Yagubova also calls the assessment “by the head” lies in the rational characterization of the object. This is a logical evaluation based on information about the properties inherent in the object [Брандес, 2004; Ягубова, 1993]. The boundaries between the two types of

evaluations (emotional and rational) are vague, which leads to certain difficulties associated with the classification of words and statements.

The *vocabulary of negative rational evaluation* describes unproductive mental actions, their consequences or the lack of the necessary qualities in an object, the appearance of negative characteristics (for example: отсталый, неверный, проиграть, etc.). Examples of the *vocabulary of positive rational evaluation* can be such words as авторитет, лидировать, возрастая, etc.

The non-evaluative vocabulary includes those language units that are devoid of some degree of expression, serve to state facts and name objects or concepts, or are not included in the above lexical groups; their neutrality makes it possible to construct a scale of expressiveness. The non-evaluative vocabulary, due to the neutrality of the meaning, reveals it in full only within the context. In general, this statement is also true for other groups of vocabulary, since the level of implementation of the emotive code by the word varies depending on the context [Пиотровская, 2004].

*Digital images (emoticons, stickers and emoji)* are a means of demonstrating the emotional tone, intentions and feelings that, in personal communication in spoken language, are transmitted by non-verbal signals not transmittable in digital communication. M. Krongauz came to the conclusion that communication devoid of subtypes of digital images can lead to communication failure, especially among adolescents: there is a change in etiquette in the digital space, in which stickers and emoji become a neutral means of communication [Кронгауз, 2017]. When using digital images in the context of correspondence, the use of slangisms is significantly reduced: they become redundant, since pictorial signs can convey almost any emotion [Черепанов, Пиценко].

In [Потапова, Потапов, 2022a]<sup>3</sup>, a comparative analysis of memetic units is performed in relation to three segments of the Internet: the Russian-, German- and English-American-language ones. This takes into account not only the subject of the analyzed material, but also the form of information transfer – monocode (text only, picture only) and polycode (combination of different information codes in the text space). The topical analysis of a representative sample and the establishment of the rank dependence of poly- and monocode memes in

<sup>1</sup> Новейший философский словарь / сост. и гл. науч. ред. А. А. Грицанов. 3-е изд., испр. Минск: Книжный Дом, 2003.

<sup>2</sup> Инвектива // Литературная энциклопедия терминов и понятий / под ред. А.Н. Николюкина. М.: ИНИОН РАН; Интелвак, 2001.

<sup>3</sup> The study is part of the project “Hermeneutic typology of semiotic-semantic patterns of “toxicity” in network communication” supported by the Russian Science Foundation (supervised by Rodmonga K. Potapova). The study is still ongoing, which makes it possible to conduct a comparative analysis of the dynamics of interpersonal communication of meme-communication participants and create a unique trilingual database.

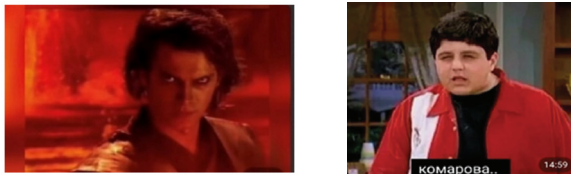
relation to the three language areas demonstrated a universal means of transmitting information, taking into account the modality factor, in relation to participants in this type of digital communication.

An *Internet-meme* is a relatively new phenomenon of Internet communication, which is an integral information unit that combines pictorial and

verbal components. The main function of a meme is to express emotions. Memes are actively used to distinguish between “us” and “them”; in this regard, they are divided into local and general. This trend is typical for representatives of the age group we studied; therefore, it is one of the chosen units of analysis.

Table 1

## EXAMPLES OF ANALYZED STATEMENTS (AUTHOR'S SPELLING AND PUNCTUATION PRESERVED)

| Category                                                                | Units                                  | Examples of analyzed statements                                                      |
|-------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------|
| Vocabulary of expression that is not differentiated in terms of meaning | Vocabulary of motivation and activity  | Вперед!                                                                              |
|                                                                         | Slang vocabulary                       | у кого открывается <b>хистори</b> , <b>скиньте плиз</b> <sup>1</sup>                 |
|                                                                         |                                        | ... завтра она даст <b>неаждидонную КОНТРОШУ</b>                                     |
|                                                                         | Obscene vocabulary                     | Группу <b>х****й</b> засорять не надо                                                |
|                                                                         |                                        | Чтобы <b>с**а</b> ничего нормального не было                                         |
| Vocabulary of negative emotional evaluation                             |                                        | <b>невозможно</b> нормально ответить                                                 |
|                                                                         |                                        | у меня оценки <b>никогда</b> такими не были по литературе и русскому                 |
|                                                                         | Invectives                             | Двухличная курица                                                                    |
|                                                                         |                                        | <b>Чертила</b> ты позвонил?                                                          |
|                                                                         | Vocabulary of destruction and violence | Я его <b>придушу</b>                                                                 |
| Vocabulary of positive emotional evaluation                             |                                        | Они выезжают на <b>изнасилованных</b> морально школьников                            |
|                                                                         | Vocabulary of suffering                | Сегодня мы об этом <b>пожалеем</b>                                                   |
|                                                                         |                                        | Пойду <b>поплачу</b> в углу <sup>2</sup>                                             |
|                                                                         |                                        | Можно как-то <b>отречься</b> от школы                                                |
|                                                                         | Vocabulary of protest behavior         | Дим да прекрати тут <b>бунтовщики</b> пришли                                         |
| Vocabulary of negative rational evaluation                              |                                        | Это просто <b>чудо</b>                                                               |
|                                                                         |                                        | Всем <b>добрейший денечек</b>                                                        |
| Vocabulary of positive rational evaluation                              |                                        | Так зачем говорить <b>неверную</b> инфу?                                             |
|                                                                         |                                        | все оценки <b>испорчены</b> из-за нее                                                |
| Non-evaluative vocabulary                                               |                                        | Байден <b>лидирует</b>                                                               |
|                                                                         |                                        | Ктонибудь напишите ей об этом                                                        |
| Interjections                                                           |                                        | А какой номер дополнительный на оценку был?                                          |
|                                                                         |                                        | Ахахахахахаха                                                                        |
| Digital images                                                          |                                        | ааа <b>фух</b>                                                                       |
|                                                                         |                                        | ?                                                                                    |
| Memes                                                                   |                                        | :)                                                                                   |
|                                                                         |                                        |  |
| Signs                                                                   |                                        | + –                                                                                  |

The following phenomena are studied as specific aggressive communicative processes, in which emotional-evaluative vocabulary is used.

*Cyberbullying*: a type of conflict interaction on the Internet, a type of bullying that involves aggression, intimidation and psychological terror [Garaigordobil, Machimbarrena, 2019]. One of the main causes of bullying is disrespect for some individual. Cyberbullying uses anonymity, a significant number of users, as well as the absence of temporal and spatial restrictions, and the mass dissemination of stigmatizing information of dubious reliability [ibid.]. The presence of bullying indicates that adolescents build interpersonal relationships based on control and power. In most cases, teachers and school authorities do not notice the problem or are not aware of its scale and prefer to distance themselves from what is happening, taking the position of “active observers” [Коданева, 2020]. Cyberbullying extends not only to students (according to studies, from 25 to 75 % of Russian adolescents have the experience as a victim or aggressor), but also to teachers (about 17 % of teachers suffer from cyberbullying by schoolchildren). Aggressive behavior of schoolchildren, as a rule, manifests itself in the form of conscious violations of discipline, complaints, spreading rumors, discussing the appearance and personal life of the teacher, constant criticism and assigning nicknames. It has been proven that victims of bullying suffer from psychological, physical and emotional stress [Бочавер, Хломов, 2013]. In addition, the bully themselves and the eyewitnesses of bullying also experience negative consequences. Boys can become bullying participants in various roles [Cook et al., 2010], but they more often suffer from physical bullying; and girls are more often victims of obscene statements, gossip, etc.<sup>1</sup>

*Trolling*: publication of messages of a provocative nature in order to provoke a negative reaction from Internet users [Тумский, 2020]. Trolling has no specific purpose other than entertainment, watching the conflict escalate and the victims' emotional reactions. The motivation of trolls can be very diverse, but in adolescents, the desire to create a comic effect and demonstrate rudeness dominates [ibid.]. According to O. Moroz<sup>2</sup>, there are studies stating that trolling is gender-specific: people who identify themselves with a particular gender not only formulate pejorative statements in different ways, but also react differently to them. While men follow the principle of removing the “troll” from their commu-

nicative field as soon as possible in order to return to their comfort zone and calmness, women regard such behavior as a manifestation of reciprocal aggression and continue communication with the intention of convincing their partner otherwise, which, in turn, is the main goal of the “troll”.

*Conflict*: due to a number of age characteristics, the conflict characterizes the interpersonal communication of adolescents in three areas: adolescent – adult, adolescent – inner world, adolescent – adolescent [Комалова, 2014]. The current study considers the “adolescent – adolescent” option, in which the main motives are competition, the struggle for status in a certain group, conscious opposition to the group and relations between representatives of different genders [Железнова, 2013]. Adolescents go through conflicts very emotionally, sometimes exaggerating their significance, since the worldview of representatives of this age group is full of emotions and expression. Due to the lack of a well-formed ability to substantiate their opinion, they turn to conflicting vocabulary, emotional-evaluative style of statements, which, in their opinion, is a powerful tool of persuasion [ibid.]. When considering gender differences in behavior in the process of conflict, one can find opposing views on this issue in the scientific literature. Thus, for example, A. V. Semyonov believes that girls recognize the conflict situation and show a desire to end it, while boys more often act as conflict initiators [Семёнов, 2002]. According to I. L. Shelekhov and his co-authors, in most cases, girls provoke conflicts and show aggression (meaning indirect aggression); as for boys, they rarely seek conflict situations, but if they participate and enter into a conflict, they lead an open struggle [Шелехов, Морева, Власова, 2007].

*Communication related to learning activities*: The study was conducted on the basis of adolescents' school chats; in this regard, the focus was on communication forms related to educational activities, such as discussions of homework, upcoming exams and class life in general. Studying takes up a significant part of the time of most adolescents, which is widely and extensively discussed by schoolchildren. One of the stages of the study coincided with the period of distance learning in educational institutions of the city of Moscow<sup>3</sup>, which also affected the topics of discussion in chats.

<sup>1</sup> Olweus D., Limber S.P., Flerx V., Mullin N., Riese J., Snyder M. Olweus bullying prevention program. Center City: Hazelden, 2007. URL: <https://www.hazelden.org/store/item/9444>

<sup>2</sup> Мороз О. Какую роль тролли и хейтеры играют в культуре? // Постнаука. 2017. URL: <https://postnauka.ru/video/73919>

<sup>3</sup> To help school psychologists and in order to identify the behavioral characteristics of schoolchildren, following the instructions of “Glassoft” LLC, R.K. Potapova developed a special database of special tests designed to identify various psychological states and motivations for the behavior of children in primary and secondary schools. Some examples of tests are given in [Потанова, Потанов, 2022a]. The ultimate goal of this project is to develop a digital platform managed from a single center in Moscow.

*Extracurricular activities:* due to the topic specificity of chats, extracurricular activities were not a key topic, but were also singled out for analysis: this is a discussion of games and socio-political problems.

## RESEARCH METHOD

*Sample and empirical base of the study.* This study involved 150 people divided into two groups: younger adolescence (11–14 years; 75 people: 38 boys and 37 girls); and older adolescence (15–17 years; 75 people: 36 boys and 39 girls).

The *material* for the study were messages from school chats of adolescents, in the amount

of 3088 statements, 738 of which belong to girls of 12 years old, 728 to boys of 12 years old, 874 to girls of 16–17 years old and 748 to boys of 16–17 years old.

During the analysis of the material, a base of statements was created indicating belonging to a particular lexical and topical group (see Tables 1–2); and the frequency of using various types of lexemes was calculated. Each statement (regardless of the total number of lexemes in them) was assigned a rank according to each of the criteria (see Tables 2a–2b). A comparative analysis by age and gender criteria was performed for the results obtained.

Table 2a

RESEARCH MATRIX FOR THE LANGUAGE OF ADOLESCENTS IN THE CONTEXT OF DIGITAL COMMUNICATION  
(topics of statements)

| Analysis category    | Analysis unit                        | Sample groups, % |                 |                     |                    |
|----------------------|--------------------------------------|------------------|-----------------|---------------------|--------------------|
|                      |                                      | Girls of 12 y.o. | Boys of 12 y.o. | Girls of 16-17 y.o. | Boys of 16-17 y.o. |
| Topics of statements | Bullying age-mates                   | 17,07            | 23,36           | 2,29                | 4,81               |
|                      | Bullying teachers                    | 7,32             | 4,12            | 17,39               | 15,78              |
|                      | Trolling                             | 9,21             | 10,99           | 7,09                | 10,96              |
|                      | Conflict                             | 37,40            | 42,03           | 10,76               | 10,43              |
|                      | Learning activities                  | 21,95            | 7,14            | 41,88               | 30,48              |
|                      | Extracurricular activities / games   | 4,07             | 10,16           | 5,95                | 8,29               |
|                      | Extracurricular activities / society | 0                | 0               | 3,43                | 9,36               |
|                      | Distance learning                    | 2,98             | 2,20            | 11,21               | 9,89               |
|                      | Total:                               | 100              | 100             | 100                 | 100                |

Table 2b

RESEARCH MATRIX FOR THE LANGUAGE OF ADOLESCENTS IN THE CONTEXT OF DIGITAL COMMUNICATION  
(vocabulary, interjections, non-evaluative vocabulary, digital images, memes, signs)

| Analysis category                                                       | Analysis unit                          | Sample groups, % |                 |                     |                    |
|-------------------------------------------------------------------------|----------------------------------------|------------------|-----------------|---------------------|--------------------|
|                                                                         |                                        | Girls of 12 y.o. | Boys of 12 y.o. | Girls of 16-17 y.o. | Boys of 16-17 y.o. |
| Vocabulary of expression that is not differentiated in terms of meaning | Vocabulary of motivation and activity  | 2,17             | 1,37            | 0,69                | 0,80               |
|                                                                         | Slang vocabulary                       | 14,36            | 28,30           | 25,86               | 23,80              |
|                                                                         | Obscene vocabulary                     | 3,79             | 13,74           | 12,58               | 13,64              |
|                                                                         | Vocabulary with intensifying meaning   | 4,06             | 1,37            | 3,43                | 3,74               |
| Vocabulary of negative emotional evaluation                             | Invectives                             | 6,50             | 4,94            | 3,20                | 1,34               |
|                                                                         | Vocabulary of destruction and violence | 2,44             | 2,75            | 1,83                | 2,14               |
|                                                                         | Vocabulary of suffering                | 1,63             | 1,65            | 2,06                | 2,14               |
|                                                                         | Vocabulary of protest behavior         | 1,35             | 0,82            | 1,38                | 0,80               |

| Analysis category                           | Analysis unit | Sample groups, % |                 |                     |                    |
|---------------------------------------------|---------------|------------------|-----------------|---------------------|--------------------|
|                                             |               | Girls of 12 y.o. | Boys of 12 y.o. | Girls of 16-17 y.o. | Boys of 16-17 y.o. |
| Vocabulary of negative rational evaluation  |               | 3,25             | 4,12            | 2,98                | 2,41               |
| Vocabulary of positive emotional evaluation |               | 9,49             | 6,05            | 6,64                | 4,01               |
| Vocabulary of positive rational evaluation  |               | 2,98             | 1,92            | 2,97                | 4,01               |
| Interjections                               |               | 4,08             | 4,67            | 3,43                | 5,61               |
| Non-evaluative vocabulary                   |               | 12,19            | 8,52            | 18,08               | 21,66              |
| Digital images                              |               | 26,83            | 14,01           | 10,76               | 10,43              |
| Memes                                       |               | 0,54             | 3,57            | 3,20                | 2,67               |
| Signs                                       |               | 4,34             | 2,20            | 0,91                | 0,80               |
| Total:                                      |               | 100              | 100             | 100                 | 100                |

## DATA ANALYSIS RESULTS AND DISCUSSION

According to the results of the *thematic scope* of the language of adolescents studied in the context of digital communication, the following results were obtained (see Table 2a). The conflict is the leading theme among younger adolescents, regardless of their biological gender (37.4 % in the group of girls, 42.03 % in the group of boys). This pattern can be explained by 1) the heightened negativism of the studied age, which is especially pronounced in boys; 2) inability to reasonably express one's opinion; and 3) excessive emotionality, which leads to misunderstanding and even to interpersonal conflicts. Bullying is common in this age group. This is due to the fact that the transitional period begins precisely at the age of 13–14: at this time, an adolescent is faced with an increased sense of inferiority and self-doubt, which makes him/her perform various kinds of impulsive actions aimed at humiliating and discriminating others in order to compensate for existing or imaginary defects and shortcomings, without taking into account the possible consequences and responsibility for them [Межевич, 2019]. The topic “extra-curricular activities / society” in this age category was not considered, as it was not of great interest to younger adolescents.

Older adolescents, regardless of their biological gender (41.88 % of girls, 30.48 % of boys), are more concerned about the topic of the educational process. First of all, this is due to the specifics of the chats chosen for the study, as well as the fact that this age group is more conscious of the issues of study due to the upcoming exams and admission

to higher educational institutions. The least discussed topic among girls and boys of this age was age-mate bullying, which indicates a high degree of awareness, ability to self-control and respect for their mates.

### Analysis of the lexical composition of the language of adolescents in the context of digital communication

The first category of analysis is the *vocabulary of expression that is not differentiated in terms of meaning*. In the language of younger and older adolescents, regardless of their gender, slang vocabulary prevails (23.08 %) as a means of demonstrating belonging to a certain group and expressing solidarity with classmates. In the existing sample, the vocabulary of motivation and activity is the least frequent (1.26 %). We believe that this is due to the specifics of the thematic scope of communication in chats and the lexical characteristics of personal correspondence or conversations.

Speaking about gender differences, one can conclude that obscene vocabulary is more often used by boys (13.74 %), which indicates their expressed desire to overcome the ban on the use of words tabooed in culture, express their strong emotions and have a sharp emotional impact on the interlocutor. Girls (3.7%) use vocabulary that enhances expression, which confirms the greater emotionality of female language and its deeper hyperbolization [Земская, Китайгородская, Розанова, 1993; Колпакова, 2018].

Vocabulary of expression that is not differentiated in terms of meaning is typical for younger adolescent boys (44.78%), which is explained by a low level

of language competence, lack of effective interpersonal communication skills and, in part, a sense of disharmony in intrapersonal development.

Comparing the language features of younger and older adolescents, taking into account their gender, it can be noted that expressive vocabulary is more characteristic of older adolescent girls (42.56 %); for groups of boys, the difference in this category is insignificant (2.8 %).

*Vocabulary of negative emotional evaluation.* The material showed that invectives predominate in the language of adolescent girls (4.85 %), which is explained by a high degree of negativism and emotionality, as well as a lack of mature skills of self-control and tolerance. In most cases, adolescents are driven by a desire to be rude and insult in order to show their superiority and belonging to the adult world [Мухина, 2019]. In the language of adolescent boys, indicators of the vocabulary of destruction and violence prevail (2.44 %), which is a reflection of the desire for destruction and radicalism inherent in this age, as well as the desire to change the usual order of things [ibid.].

Analysis of the lexical group as a whole showed that younger adolescents of both genders (11.04%) use the vocabulary of negative emotional evaluation more often than older adolescents (7.44 %). This vocabulary can be considered an indicator of increased verbal aggression generated by a lack of awareness, a desire to oppose oneself to others and a lack of mature skills of interpersonal communication.

Having studied the groups of vocabulary of negative emotional evaluation and vocabulary of negative rational evaluation, one can conclude that adolescents, regardless of their gender and age, are characterized by increased emotionality and negative evaluations (9.24 %). It is a significant frequency of the vocabulary of a negative evaluation that indicates the manifestation of verbal aggression of adolescents in the context of digital communication.

Comparing the groups of *vocabularies of positive emotional and rational evaluation*, it can be argued that younger and older adolescent girls (8.06 %) and younger adolescent boys (6.05 %) are driven by emotional evaluation, while older adolescent boys are driven by both types of evaluation equally (4.01 %). In addition, it can be said that adolescent girls (5.52 %) are more likely to use vocabulary of positive evaluation than boys (4.15 %).

In the language of older adolescents (19.87 %), *non-evaluative vocabulary* is presented more often than among younger adolescents (10.35 %). At this age, they can already control their emotions and are able to draw logical conclusions, understand and accept the mainstays of society. The leading thematic

scope in this group also mainly involves the use of this particular type of vocabulary.

*Interjections* are more typical for the language of adolescent boys (5.14%). But the difference between all groups in our sample is small, and interjections play an insignificant role in the written language of modern adolescents.

*Digital images* are more popular with younger adolescent girls (26.83%). These images are often used to convey information by replacing words.

The use of *memes* is most typical for younger adolescent boys (3.57%), who use them to express demonstrative emotions or create a comic effect. This can be explained by the desire of this age group to attract attention, to declare their belonging to a certain group and awareness of its interests and preferences. Older adolescent girls use other types of memes that do not aim to offend or humiliate a person, but rather are a reflection of the situation and moods within the class.

*Signs* are used more often by younger adolescents (3.27 %) than older ones (0.85 %), especially girls (2.62 %).

## CONCLUSION

This study is related to the formation of the specifics of the *social network discourse* (SND) in all its varieties [Potapova, 2015; Потанова, 2017], in this case, a *youth* discourse, and this study also confirms the influence of the features of chats on the style of Internet communication on the whole (e. g., see about Internet stylistics [Тошович, 2015]).

Nowadays, the Internet is one of the main communication platforms for adolescents, whose language is undergoing a certain transformation. The peculiarities of schoolchildren's language suggest hypothetical conclusions about their psychological state, maturity level, ability / inability to maintain a favorable atmosphere within the team, as well as about trending topics of communication of the studied age group. The results obtained make it possible to produce an accurate psychological portrait of adolescents, to modify and improve approaches for the formation of a full individual [Потанова, Потанов, 2022b], to develop methods for countering the *cyber threat* in order to protect the younger generation.

The language of modern schoolchildren reflects certain age patterns and has gender differences: the language of younger adolescents in the context of digital communication is expressive and tends to verbal aggression, while the language of older adolescents is neutral or non-evaluative. Therefore, adolescent boys are more likely to be more expressive and aggressive than girls.

The promising research fields are: 1) a cross-cultural analysis of the degree of similarity or difference in the language of adolescents from various countries in the context of digital

communication; 2) an ontogenetic study of the language of adolescents; and 3) extension of the study through inclusion of chats covering other topics.

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