

# CHARACTERISTIC FEATURES OF THE LINGUISTIC PERSONALITY OF STUDENTS AS BEARERS OF STUDENT SOCIOLECT

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## Abstract

The article under discussion depicts characteristic features of the linguistic personality of students as bearers of the student sociolect. The author of the article considers that youth communication allows for a completely new level of interaction, often bypassing traditional sentence structures and grammatical foundations. This indicates that young people can converse more freely and understand each other with half-words. It is also important to note that the student sociolect is continuously evolving, with new expressions emerging that quickly gain popularity and are actively used in speech.

**Keywords:** Youth, sociolect, speech, social group, jargon, professional, linguistic, uniqueness.

## Introduction

The speech of young people is characterized by a diverse range of linguistic means, influenced by a variety of subcultures and social groups within the youth community, as well as by interactions with other age and professional groups, active borrowing of jargon, and creative language use. The younger generation actively responds to any changes in society, which is promptly reflected in their speech. The youth sociolect plays a significant role in language, influencing its overall development, uniqueness, and distinction from other languages around the world.

## The Main Part

In the 20<sup>th</sup> century, linguists studied the speech patterns of youth for an extended period, with some interruptions in the history of these studies. In the early 20<sup>th</sup> century, research focused on the influence of regional dialects on youth speech, analyzing the causes and consequences of this process, which was marked by the expressiveness and primitiveness of the written communication of the studied group of students [8]. These studies laid the groundwork for comparative analysis of the language of young people from both synchronic and diachronic perspectives, as societal changes and reforms significantly altered youth speech as a whole. After more than 50 years, these studies resumed at the end of the 20<sup>th</sup> century due to the relevance of researching the speech of urban youth, including adolescents, with a primary focus on vocabulary, which was characterized by non-standard linguistic units.



We believe that the relevance of studying the group linguistic personality of student youth also lies in the fact that these studies allow for the construction of a general model of the linguistic personality based on its origin and development. In this context, the collective linguistic personality serves as a standard for examining individual cases, wherein the individual linguistic personality is the central figure [6]. The study of the group linguistic personality of student youth is feasible due to the psychological characteristics specific to this social group, arising from their age and educational activities.

Thus, the formation of the linguistic personality is influenced by social factors, while the individuality of the student also plays a significant role. It is important to note that the individuality of a linguistic personality manifests through their attitude towards language, taking into account the impact of personality on the formation of linguistic traditions. An individual linguistic personality is formed based on a broad range of assimilated linguistic units. The characteristics of an individual's speech largely depend on the commonly accepted language and are less connected to the personal qualities of the individual.

Youth speech is regarded as a special phenomenon. To this day, most linguists, such as M.B.Bezrokova, T.G.Nikitina, S.V.Leorda, Y.S.Fomina, N.S.Shabrova, N.G.Shchitova and others have examined youth speech in the context of youth sociolect [9]. However, it is worth noting that the linguistic portrait of university students' linguistic personalities has been studied very little. In this work, we take the concept of the group linguistic personality of students as a basis. The subject of our study is the linguistic personality of student youth in Fergana, who create and utilize the student sociolect.

When discussing the group linguistic personality, we envision a representative of a particular social group. It should be noted that the division of linguistic personality into individual and group categories is quite conditional. A detailed characterization of the group linguistic personality includes the identification of generalized linguistic features of individuals united in a specific social group, as well as the formation of speech portraits of individuals within that social group, categorized into distinct personalities.

It is important to point out that the level of development, culture, spiritual values, and interests define the status of individual representatives within the youth social group. Their choice of a communication group also depends on their adaptability to the speech and ethical norms accepted by that group. More specifically, we refer to generalized linguistic means and their normative usage, predisposition to use certain speech patterns and conformity in speech behavior, or adherence to specific norms accepted by this social group that may not apply in other social contexts. According to G.M.Andreeva, the most significant issue for individuals grouped in certain social categories is their examination not only from a socio-psychological perspective but also sociologically, as an objective reality [5].

Among the characteristic features of the speech of the student's linguistic personality we single out the following characteristic features: the use of a peculiar language code in intragroup communication: *уни* (university), *фолловер* (follower); the use of positive or negative vocabulary to describe a person's appearance, character, peculiarities of an object or phenomenon: *бро* (address in social networks to young people), *кул* (excellent), *лол* (very funny), *фрик* (a person with an epathetic appearance), *хунстер* (fashionista); active use of



special terms: *ангрейд*, *коучер*, *нанотехнологии*, *абсентеизм*, *фрилансер* and professionalisms: *аккаунт* (account in social networks), *баг* (error), *бан* (to ban), *бук* (netbook, slidebook, ultrabook), *нуб* (weak player), *сёрфер* (a person who navigates the pages of the Internet).

### Conclusion

Thus, the linguistic personality of a student is characterized by the active use of specialized vocabulary along with its sociolectisms and professionalisms, all carrying evaluative and expressive nuances. The markedness of the speech of the linguistic personality of students, manifested in typical and speech aspects, is quite expressive due to the social status of youth, who actively communicate with other members of the linguistic community.

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