

# Emotive Classification of Lexical Units of Students' Sociolect

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**Abstract:** The article under discussion reveals emotive classification of lexical units of students' sociolect. The author of the article considers that students' sociolect is characterized by highly expressive vocabulary which is inherent in corporate youth sociolects, in particular it concerns emotional shades in youth speech. In some cases, emotional words and expressions can convey the speaker's attitude towards a fact of reality more clearly: according to a number of motifs, we can say that they are expressions of generally positive or generally negative emotions.

**Key words:** Students, sociolect, youth speech, motifs, positive, negative emotions, expressive, exclamations, linguistic nature.

## Introduction

Since the beginning of the 21st century, linguists have been very active in researching the speech of native speakers, i.e. they study language as a system. This process immediately generates such problems as the identification, characterization and classification of lexical units expressing feelings and emotions of personality. The problem of studying this category of vocabulary depends on the problem of interdisciplinary relations at the intersection of linguistics, psychology, philosophy and other disciplines related to the study of psychosocial activity of personality. The linguistic nature of such problems is a consequence of the undeveloped nature of this topic and the lack of a terminological approach [7, p.13]. Therefore, practical research in this field is very relevant, which was mentioned by many researches in their time [6; 9].

## Main part

Students' sociolect, as well as other types of youth sociolect, is characterized by highly expressive vocabulary, which is inherent in corporate youth sociolects, in particular it concerns emotional shades in youth speech. Nevertheless, not all sociolecticisms are unambiguously emotionally colored, if some lexical and phraseological units express emotional states or attitudes to someone / something, then other units of speech are more characteristic of nominative function - the naming of a particular reality and the presence of a small degree of expressiveness. At the same time, such distinction is characteristic not only for the sociolect but also for the speech of young people as a whole. Thus, the differences manifest themselves mainly in the expressive tone of the vocabulary.

Consequently, the vocabulary of the students' sociolect should be classified according to the degree of content of sociolectisms and stable word combinations with emotional content. Sociolectisms can express feelings and emotions in the following terms of emotional words and expressions, i.e. affective as noted by V. I. Shakhovsky [cited by 9].

They include emotional exclamations like *класс, кульно, ништяк, улётно, шоколадно* which originated from denotative words. When they are used as emotional interjections, their denotative meaning is lost, displaced by the accentuated emotional component of meaning. The main property of such words and expressions is the function of conveying emotion by them in a generally undifferentiated form. According to the nature of application of some of the above emotives, they are capable of expressing a wide variety of emotions from positive to negative feelings, from disappointment to joy.

At the same time, the degree to which the addressee recognizes the emotional expression takes into account the tone, facial expressions, gestures of the addressee and the context of expression. In certain cases, emotives clearly express the addressee's attitude toward a reality, i.e. some emotional words and expressions express general positive or general negative emotions. At the same time, it is impossible to define clear boundaries between the outflows of emotions, since the expressed positive or negative emotions are characterized by a feature of grouping, the so-called "shrinking" of similar feelings to several emotions of a more general nature. The general positive emotions include such linguistic units as *кайф*, *ништяк*, *зашибись*, *супер* the meaning of which can be expressed by the words "good", "excellent" - the latter are very often used in the role of emotional exclamations. Among the general negative emotives there are lexical units such as *беспонтовое*, *облом*, *отстой*, *заиквар* the meaning of which can also be expressed by the words "bad", "awful".

The second group includes words and expressions with emotional meaning, which are characterized not only by the expression of the emotional state of the addressee in his speech, but also by the nominative character of the emotion experienced by the speaker. They include such verbs as *тащиться*, *балдеть*, *кайфовать* 'to experience pleasant feelings and positive emotions', *забить на* 'to be disappointed, lose interest and excitement', as well as phraseological expressions *шевелить рогом* 'to think, to understand', *метать икру* 'to get nervous' and so on. It should be noted the most general nature of the emotions experienced, i.e. states of psychological comfort or discomfort.

This group also includes the emotions representing the combination of nouns with the preposition: *в кайф*, *в ломы*, etc. In this case, the specified emotives are not interjections, but are used in the contexts «*Мне в кайф играть на гитаре!*», «*Мне в ломы делать домашку!*» and express not only the emotions and feelings of the addressee, but more specifically express their meaning: *в кайф* 'for pleasure'; *в ломы* 'lazy, reluctant', etc. It should be noted that in similar cases, the above word combinations clearly show the intermediate state between emotional expressions and states of personality: «*Мне больно*», «*Мне стыдно*» in the meaning of 'I am hurt', 'I am ashamed'.

The third group includes words with an emotional component of meaning, in which, according to Marochkin, "necessarily there is some characteristic of the object plus an emotional attitude towards it". [8]. In other words, these emotional expressions express a specific denotative meaning with an emotional component, reflecting the addressee's emotions about the denotative.

Among the lexical units of this type the lexicon, which we characterize as familial, dominates. In this case, speaking of familiarity, we mean the emotional tone, which occupies the first step among the emotions, namely familiarity - disdain - contempt - humiliation, i.e. arranged by the degree of gradation of the negative meanings of this emotion. The meaning of the words belonging to this lexical category does not contain evaluative semes, but at the same time, their use by the speaker demonstrates his familiarity with the subject of speech, his desire to reduce the social significance of the subject of speech: *препод* 'lecturer', *фак* 'faculty'. The students' use of sociolectisms shows a tendency to use surname lexical units in relation to the phenomena and traditions of social significance: parents - *родичи*, *паханы*, *родаки*; gender attitude - *клеить* 'meet a representative of the opposite sex', etc.

Thus, the vocabulary of student slang by the degree of emotionality are divided into three large groups: emotional words and expressions, words and expressions with emotional meanings, words with emotional component of meaning.

## Conclusion

In conclusion, the peculiarity of all of the above words and expressions is that they dominate the emotional content in the most general, undifferentiated form and are therefore ambiguous. Depending on the situation, these motifs, can express a variety - up to the opposite emotions: disappointment, irritation, admiration, surprise or joy. At the same time, more or less adequate "recognition" of the expressed by the listener cannot be carried out without taking into account the intonation, facial expressions, gestures of the speaker, as well as the context. In some cases, emotional words and expressions can convey the speaker's attitude towards a fact of reality more clearly: according to a number of motifs, we can say that they are expressions of generally positive or generally negative emotions.

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