

relevant results and theoretical developments
of science and research

13

2023

issue 2, special XXXVI.

AD ALTA

Journal of Interdisciplinary Research

AD ALTA: Journal of Interdisciplinary Research

Double-Blind Peer-Reviewed

Volume 13, Issue 2, Special Issue XXXVI., 2023

Number of regular issues per year: 2

© The Authors (August, 2023)

MAGNANIMITAS Assn.

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH

© THE AUTHORS (AUGUST, 2023), BY MAGNANIMITAS, ATTN. AND/OR ITS LICENSORS AND AFFILIATES (COLLECTIVELY, "MAGNANIMITAS"). ALL RIGHTS RESERVED.

SPECIAL ISSUE NO.: 13/02/XXXVI. (VOLUME 13, ISSUE 2, SPECIAL ISSUE XXXVI.)

ADDRESS: CESKOSLOVENSKE ARMADY 300, 500 03, HRADEC KRALOVE, THE CZECH REPUBLIC, TEL.: 498 651 292, EMAIL: INFO@MAGNANIMITAS.CZ

ISSN 1804-7890, ISSN 2464-6733 (ONLINE)

AD ALTA IS A PEER-REVIEWED JOURNAL OF INTERNATIONAL SCOPE.

2 ISSUES PER VOLUME AND SPECIAL ISSUES.

AD ALTA: JOURNAL OF INTERDISCIPLINARY RESEARCH USES THE RIV BRANCH GROUPS AND BRANCHES, BUT THE JOURNAL IS NOT A PART OF RIV. THE RIV IS ONE OF PARTS OF THE R&D INFORMATION SYSTEM. THE RIV HAS COLLECTED AN INFORMATION ABOUT RESULTS OF R&D LONG-TERM INTENTIONS AND R&D PROJECTS SUPPORTED BY DIFFERENT STATE AND OTHER PUBLIC BUDGETS, ACCORDING TO THE R&D ACT [CODE NUMBER 130/2002], THE CZECH REPUBLIC.

A	SOCIAL SCIENCES
B	PHYSICS AND MATHEMATICS
C	CHEMISTRY
D	EARTH SCIENCE
E	BIOLOGICAL SCIENCES
F	MEDICAL SCIENCES
G	AGRICULTURE
I	INFORMATICS
J	INDUSTRY
K	MILITARISM

ALL INFORMATION CONTAINED HEREIN IS PROTECTED BY LAW, INCLUDING BUT NOT LIMITED TO, COPYRIGHT LAW, AND NONE OF SUCH INFORMATION MAY BE COPIED OR OTHERWISE REPRODUCED, REPACKAGED, FURTHER TRANSMITTED, TRANSFERRED, DISSEMINATED, REDISTRIBUTED OR RESOLD, OR STORED FOR SUBSEQUENT USE FOR ANY SUCH PURPOSE, IN WHOLE OR IN PART, IN ANY FORM OR MANNER OR BY ANY MEANS WHATSOEVER, BY ANY PERSON WITHOUT MAGNANIMITAS'S PRIOR WRITTEN CONSENT. ALL INFORMATION CONTAINED HEREIN IS OBTAINED BY MAGNANIMITAS FROM SOURCES BELIEVED BY IT TO BE ACCURATE AND RELIABLE. BECAUSE OF THE POSSIBILITY OF HUMAN OR MECHANICAL ERROR AS WELL AS OTHER FACTORS, HOWEVER, ALL INFORMATION CONTAINED HEREIN IS PROVIDED "AS IS" WITHOUT WARRANTY OF ANY KIND. UNDER NO CIRCUMSTANCES SHALL MAGNANIMITAS HAVE ANY LIABILITY TO ANY PERSON OR ENTITY FOR (A) ANY LOSS OR DAMAGE IN WHOLE OR IN PART CAUSED BY, RESULTING FROM, OR RELATING TO, ANY ERROR (NEGLIGENT OR OTHERWISE) OR OTHER CIRCUMSTANCE OR CONTINGENCY WITHIN OR OUTSIDE THE CONTROL OF MAGNANIMITAS OR ANY OF ITS DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS IN CONNECTION WITH THE PROCUREMENT, COLLECTION, COMPILATION, ANALYSIS, INTERPRETATION, COMMUNICATION, PUBLICATION OR DELIVERY OF ANY SUCH INFORMATION, OR (B) ANY DIRECT, INDIRECT, SPECIAL, CONSEQUENTIAL, COMPENSATORY OR INCIDENTAL DAMAGES WHATSOEVER (INCLUDING WITHOUT LIMITATION, LOST PROFITS), EVEN IF MAGNANIMITAS IS ADVISED IN ADVANCE OF THE POSSIBILITY OF SUCH DAMAGES, RESULTING FROM THE USE OF OR INABILITY TO USE, ANY SUCH INFORMATION.

PAPERS PUBLISHED IN THE JOURNAL EXPRESS THE VIEWPOINTS OF INDEPENDENT AUTHORS.

THE DEVELOPMENT OF CRITICAL THINKING AND FACT-CHECKING AS A BASIS FOR SHAPING THE MEDIA CULTURE AND PSYCHOLOGICAL HEALTH OF MODERN YOUTH	115
ANASTASIIA BESSARAB, GALYNA VOLYNETS, NATALIA KODATSKA, HALYNA MYKYTIV, NATALIIA OSTROVSKA	
THE ROLE OF INTERNET DISCOURSE IN THE DEVELOPMENT OF MODERN LINGUISTICS AND ITS INFLUENCE ON SCIENTIFIC RESEARCH	120
OLGA DOMNICH, ARTUR GUDMANIAN, OLESIA SHUTAK, NATALIIA RIABOKIN, OLEKSANDR SHPAK	
ACCOUNTING AS A BASIS FOR INFORMATION SUPPORT OF ENTERPRISE TAXATION	125
SVITLANA SKRYPNYK, YULIIA PODMESHALSKA, ANDRII BUBELA, OLEKSANDR ZADNIPROVSKYI, SERHII ZELENKO	
UKRAINIAN CHORAL ART IN THE CONTEXT OF CULTURE-MAKING PROCESSES OF THE CONTEMPORARY FESTIVAL MOVEMENT	130
MYKOLA PUCHKO-KOLESNYK, LYUDMYLA SHUMSKA, LARYSA CHYNICHEVA, YULIIA PUCHKOKOLESNYK, GALYNA SAVCHUK	
ANALYSIS OF KEY PERFORMANCE INDICATORS OF UKRAINIAN AND GLOBAL PRINTING COMPANIES	135
DMYTRO MAKATORA, ALONA MAKATORA, MYKOLA ZENKIN, ANASTASIIA MYKHALKO	
PSYCHOLOGY OF STRESS: MECHANISMS OF ADAPTATION AND EFFECTIVE STRATEGIES FOR COPING	141
LIUDMYLA PRISNIAKOVA, OLEH AHARKOV, OLEKSANDR SAMOILOV, MYKOLA NESPRAVA, OLENA KOVALCHUK	
INNOVATIVE INFORMATION SYSTEMS AND TECHNOLOGIES IN THE FIELD OF HOTEL AND TOURISM BUSINESS	148
ROMAN SKABARA, IHOR HRYHORCHAK, NAZAR FARTUSHOK, SVITLANA MATVIYENKO, ANDRIY MATVIYENKO	
BUSINESS AND ENTERPRISE DEVELOPMENT STRATEGIES FROM THE STANDPOINT OF ECONOMIC SECURITY IN CRISIS SITUATIONS	153
OLENA SHERSHENIUK, OLEKSANDRA OVSIANIUKBERDADINA, OLEKSANDRSERDIUK, ANASTASIIA TOKUNOVA, VIKTORIIA MARYNOVYCH	
IMPLEMENTATION OF PUBLIC POLICY IN THE FACE OF POLITICAL, MILITARY AND FINANCIAL RISKS AND THREATS	159
TARAS TURETSKOV, NATALIIA SEROHINA, SERHII KOSHMAL, HRYHORII AVANESOV, SVITLANA KOSHOVA	

F MEDICAL SCIENCES

MODERN MECHANISMS OF MUNICIPAL HEALTHCARE MANAGEMENT	165
IEVGENII ANDRIEIEV, DMYTRO TYSHKO, SERHII PETRYK, TATIANA IHNATOVA, ANTON KURBANOV	

G AGRICULTURE

DEVELOPMENT OF THE AGRICULTURAL SECTOR AND ENSURING FOOD SECURITY IN THE CONDITIONS OF WAR	172
NADIYA PYLYPENKO, YEVHEN KRYVOKHYZHA, ALLA RUDYCH, SERGII PRYLIPKO, YANA TSEBRO	

THE ROLE OF INTERNET DISCOURSE IN THE DEVELOPMENT OF MODERN LINGUISTICS AND ITS INFLUENCE ON SCIENTIFIC RESEARCH

^aOLGA DOMNICH, ^bARTUR GUDMANIAN, ^cOLESIA SHUTAK, ^dNATALIIA RIABOKIN, ^eOLEKSANDR SHPAK

^aZaporizhzhia National University, Zaporizhzhia, Ukraine

^bNational Technical University of Ukraine 'Igor Sikorsky Kyiv Polytechnic Institute', Kyiv, Ukraine

^cStepan Gzhytskyi National University of Veterinary Medicine and Biotechnologies of Lviv, Lviv, Ukraine

^dPoltava Institute of Economics and Law, Poltava, Ukraine

^eUzhhorod National University, Uzhhorod, Ukraine

e-mail: ^ahappyidea@bigmir.net, ^bartgud13@gmail.com,

^cshutakolessia@ukr.net, ^dnwerbowa161@gmail.com,

^eshpak@uzhnu.edu.ua

Abstract: The article focuses on reviewing and analyzing existing research that explores the influence of Internet discourse on contemporary linguistics, as well as examining the primary directions and potential advancements in this field. The article aims to ascertain how Internet discourse and online resources contribute to the formulation of new linguistic theories, the practices of linguistic studies, and their significance in the context of university teaching. The research methodology employed is comprehensive, incorporating descriptive, analytical, and synthetic approaches, alongside survey and observation techniques. The study's hypothesis posits that the Internet exerts a substantial impact on modern society, leading to notable changes in linguistic theories both conceptually and theoretically, as well as affecting research and analysis methodologies. The outcomes of the study establish the principal trajectories of linguistic development in the theory and practice of Internet discourse research, while also highlighting the influence of Internet discourses on linguistics and language resources within their linguistic manifestations. In future investigations, it would be valuable to continue examining the progress of Internet linguistics in contemporary science, both from practical perspectives concerning teaching methodologies and from the standpoint of observing changes in language, culture, and traditions influenced by the virtual reality of the Internet.

Keywords: digitalization, electronic communication, electronic discourse, Internet linguistics.

1 Introduction

In contemporary linguistics, attitudes toward the effects of Internet discourse can be broadly categorized into two main positions. The first position revolves around the interest and concern regarding the (positive/negative) impact of Internet discourse on language, speech, and communication processes. Scholars and researchers within this perspective focus on understanding how Internet discourse influences these linguistic aspects. The second position involves analyzing and closely observing the changes that take place in language and speech due to the influence of Internet discourse. Scholars adopting this viewpoint pay particular attention to the linguistic transformations resulting from the pervasive use of the Internet and its associated discourses.

The advent of technological advancements has precipitated significant changes, giving rise to the reality of Internet discourse characterized by communicative forces and the vast social potential of the Internet. In the current state of research on discursive practices, linguistics is intrinsically intertwined with other scientific disciplines. It notably draws upon the insights of sociology, political science, economics, and philosophy, leveraging their tools and methodologies. Moreover, linguistics encompasses inquiries into manipulation, learning, privacy, and security issues, which further contribute to its multifaceted approach. In the domain of modern linguistics, scientific investigations are propelled by specific questions that address the complex interplay between language and the Internet's diverse aspects. An emerging subfield within linguistics, as identified by AbuSa'aleek (2015), delves into the languages that have experienced the most significant influence from the Internet, leading to the formation of extensive corpora of Internet-related vocabulary.

It is well-established that language undergoes changes stemming not only from natural evolution but also due to technological, political, and social shifts. As a dynamic system, the advent of

the Internet and the rapid progress of electronic communication engender diverse alterations in language. The emergence of novel discursive practices necessitates fresh linguistic expressions to accommodate these developments. In studies conducted by Kitade (2000), it is asserted that new technologies create opportunities for linguistic and pedagogical exploration. Netspeak, in particular, stands out as a promising subject for scientific investigation, presenting new prospects for expanding the system of linguistic units due to the introduction of novel means of communication (Aronin, L., Singleton, D., 2018; Lin, D., Hsieh, C., 2001). In this manner, one of the pioneering investigations into Internet language emerged, introducing the term "Internet linguistics" to designate this new domain of linguistic research. The exploration of Internet linguistics encompasses a comparative analysis of discursive practices within electronic discourse. It involves examining the variations in electronic resources' existence and the means through which the lexical and grammatical layers of language expand. Overall, this field of study explores the broadening of linguistic possibilities and the transformative impact on electronic communications.

Within the realm of Internet linguistics, a distinct area of research involves examining the patterns underlying the emergence and evolution of new speech varieties. This encompasses the study of novel forms of communication that have arisen due to the influence of the Internet, along with the creation of innovative verbal means for expression (Sokol, M., 2018). Furthermore, a notable focus of investigation lies in the development of a specialized functional style specifically associated with the utilization of e-mail as a communication medium.

Internet linguistics examines electronic communication as a novel form of interaction utilizing linguistic units tailored for effective functioning within the domain of Internet discourse. From a linguistic perspective, electronic communication plays a crucial role as a significant means of expression. In the contemporary world, the Internet permeates all aspects of human life, encompassing education, study, and various spheres of functioning. The acquisition of languages conducive to engaging in Internet discourse has become an integral aspect of modern reality, as verbal languages are essential in this context. Notably, English has emerged as one of the most prevalent natural languages for communication in research and practice. Its widespread usage can be attributed to its active adoption by innovative globalized media, businesses, and international trade (Bruin, A. et al., 2014).

The emergence and evolution of Internet discourse have played a significant role in elevating the significance of English as a language of international communication. Consequently, this has led to changes in the types and forms of language utilization. Such transformative processes necessitate examination from various linguistic perspectives, encompassing sociolinguistics, Internet linguistics, pragmatics, communication theory, and related fields. In light of these developments, further research is essential to explore the transformation of the novel language of Internet communication, particularly the burgeoning topic of e-discourse.

2 Aims

The primary objective of this study is to investigate the impact of Internet discourse on contemporary linguistics, with a particular focus on examining how Internet resources contribute to the development and substance of novel linguistic theories and practices in the field of linguistic studies. Additionally, the study aims to assess the significance and practical implications of the achievements within Internet linguistics, particularly in the context of university teaching practices.

The research presented in this study encompasses the resolution of several key tasks:

- Identifying the principal areas of research within Internet linguistics.
- Defining the parameters that dictate the nature and orientation of studying linguistic units within Internet discourse.
- Assessing respondents' perceptions regarding the relevance, prospects, and scientific and practical significance of Internet linguistics.

3 Materials and Methods

The experimental group for this study consisted of 89 students and 4 teachers from H.S. Skovoroda Kharkiv National Pedagogical University. All participants belonged to the Faculty of Foreign Philology, specializing in 035 Philology with a focus on English, German, or French Language and Literature. Specifically, the participants were 2nd-year students at the first (bachelor's) level of higher education, and the teachers involved in the course voluntarily consented to partake in the experiment. Data collection for the study occurred over the period from September 2022 to December 2023, corresponding to the 1st semester of the academic year.

All participants in the experiment were classified into two distinct groups, denoted as the experimental groups (EG1, EG2). All students enrolled in linguistics courses and related courses covering foreign language teaching methods underwent orientation in both theoretical and practical aspects of utilizing linguistic tools within online discourse. Throughout the experiment, both groups were subjected to regular surveys and assessments at various stages of the study.

The presented study adopts a comprehensive approach, employing various statistical methods alongside descriptive techniques, analysis, and synthesis. The descriptive method is primarily utilized to present the theoretical foundation of the research.

To gather data, the principal tools employed in this study are questionnaires, surveys, and observations. These methods are instrumental in addressing the research questions and acquiring relevant insights.

The study encompassed three distinct stages.

During the first stage, organizational tasks were undertaken. This involved arranging and preparing training and methodological materials, as well as developing a comprehensive questionnaire. Consultations were conducted with the institution's staff to ensure a coherent survey process, including the selection of student groups willing to participate in the pilot study. Both the respondents and the institution's administration voluntarily agreed to take part in the research experiment. The research team ensured the confidentiality of the participants and committed to maintaining the information obtained solely within the confines of the data collected during the study.

Additionally, at stage 1, the primary theoretical directions and principles characterizing Internet discourse in linguistics were identified.

During the second stage of the study, a comprehensive survey was conducted among students to evaluate their engagement with Internet linguistics topics and related concerns. Furthermore, thematic priorities were discussed in collaboration with both teachers and students, with a focus on their practical utilization and applicability in research. This stage of the study involved the application of observation and survey methods to gather data.

Subsequently, in the third and final stage, a conclusive assessment of the participants' priorities regarding the study of

Internet linguistics was carried out. During this stage, the collected data were meticulously processed to derive meaningful insights applicable to address the research questions at hand.

The research encountered certain challenges and potential risks that merit consideration. Firstly, the experiment's limited time frame presented an obstacle to conducting an extensive qualitative investigation. Given more time, a more in-depth exploration of the subject matter could have been achieved. Secondly, an additional challenge arose from the inability to ascertain the specific reasons behind the respondents' assessments, which may have restricted a comprehensive understanding of their perspectives.

4 Literature review

The theory and practice of contemporary linguistic knowledge are intrinsically intertwined with research in the domain of Internet discourse. This realm encompasses a repertoire of tools and methodologies that facilitate the dynamic development of students' communicative competence. In this context, researchers explore innovative approaches to foreign language education, leveraging the vast potential offered by Internet discourse as a means to enhance language learning (Kiki-Papadakis, K. & Chaimala, F., 2016; Sim, M., Pop, A., 2014).

The studies conducted by Soria (2016) and Fernández-Alonso (2022) highlight electronic communication as a crucial medium for verbal interaction, spanning all aspects of human life, education, and professional endeavors. Within this context, a substantial body of research examines the role of English as a Lingua Franca (Ho, Ya-Yu, 2020), exploring how the globalization of the English language is influenced by its active "digitalization" within the realm of the Internet and computer technology (Leong, L., Ahmadi, S., 2016). These researchers posit the emergence of a novel form of language, functioning within a distinct type of discourse termed "e-discourse." In recent years, there has been a notable surge in interest among students and practicing teachers regarding the linguistic aspects of Internet discourse, alongside an examination of the distinctive language patterns among young individuals in the context of electronic communication (Jonge & Kemp, 2010; Lyddy et al., 2014). These research interests have been intertwined with the challenges associated with integrating Internet reality into modern life and its impact on foreign language teaching methods. In particular, these challenges pertain to the need for enhancing the quality of foreign language (English) instruction at the university level to foster effective communication skills among students (Galloway, Numajiri, 2020; Erazo et al., 2019). Furthermore, there remains a prevailing issue regarding the improvement and advancement of technological proficiency in university education for teaching and learning purposes (Fujita et al., 2017; Bayram-Jacobs, 2015).

A research investigation was undertaken to classify linguistic features observed in online discourse, utilizing texts derived from various digital platforms, including chats, web discussions, e-mails, and SMS. The study was centered around the premise that electronic discourse is inherently grounded in linguistic dimensions (Sun, Hong-mei, 2010). The researcher deduces that proficiency in navigating the rules of communication on the Internet empowers users to efficiently utilize resources, effectively communicate their intentions, and achieve desired outcomes.

A study investigating discourse structures in SMS communication among American college students substantiated the researcher's hypothesis, demonstrating that users of SMS communication and popular media perceive online platforms as opportunities to emulate informal verbal communication (Leotta & Dolidze, 2022). The research paper also highlights that SMS messages authored by women for women exhibit a stylistic resemblance to traditional written language.

The participants' perspectives concerning the communicative methodology of teaching English using information technologies

were extensively examined (Lin, Hsieh, 2001; Synorub, Medynska, 2019). During this examination, both the strengths and weaknesses of this approach were identified, leading to the determination of potential avenues for further development.

Given the aforementioned investigations, it becomes evident that Internet discourse constitutes a broad and fertile domain for modern linguistics. The continuous coverage and analysis of the swift changes and transformative junctures that natural languages undergo due to the influence of e-discourse are ongoing and of paramount importance in this field of research.

5 Results

During the research (stage I), the research team successfully identified the primary research issues concerning the examination of Internet discourse as a subject of contemporary linguistic investigation (Figure 1). The field of modern linguistics encompasses several principal directions of study.

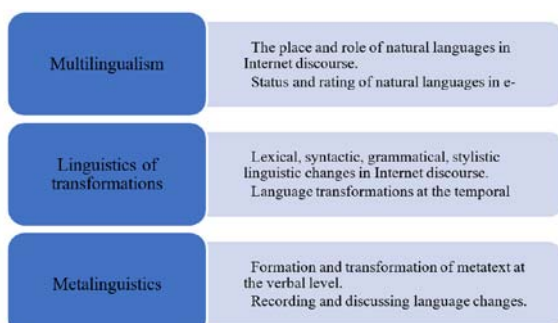


Figure 1. The primary directions of research in Internet linguistics

Source: Authors

In addition to the mainstream areas of Internet linguistics, several newly emerging and promising positions have surfaced, that bear relevance to linguistics itself and necessitate the utilization of its research apparatus and methodologies. A notable example of such a position is the study of conversation discourse, where particular emphasis is placed on scrutinizing alterations in patterns of social inclusion/exclusion and the diverse modalities of implementing communicative practices within Internet discourses.

Several crucial parameters play a significant role in determining the nature and direction of studying linguistic units within Internet discourse. These parameters include:

1. Format and type of communication channel.
2. Temporal context (synchronicity/asynchronicity in approaches).
3. Characteristics of speakers and audiences (gender, age, social status, nationality).
4. Type of discursive practice and thematic engagement (e.g., medicine, art, literature, business).
5. The duration and nature of interactions among participants within Internet discourse (long-term, short-term,

Table 1: The use of the main parameters of research in the domain of Internet linguistics, % (developed by the authors).

Main parameters	Educators	EG1	EG2
Format and type of communication channel	50	30	30
Temporal context (synchronicity/asynchronicity in approaches)			
Parameters of speakers and audiences (gender, age, social status, nationality)	80	67	52
Type of discursive practice, thematic engagement (medicine, art, literature, business, etc.)	81	50	56
Duration and type of interaction between participants of the Internet discourse (long-term, short-term, interpersonal, business communication, communication in a subculture)	72	30	34
The nature of the communicants' attitude to communication in the Internet discourse (pessimists, optimists, critics, creatives, etc.)	49	61	68

The analysis reveals that teachers' responses exhibit a notably higher degree of attention towards Internet linguistics as a contemporary linguistic field, with a total of 66.4% positive

interpersonal, business communication, communication within a subculture).

6. The communicants' attitudes towards communication within Internet discourse, encompass varying perspectives such as pessimists, optimists, critics, creatives, etc.

The perpetual evolution of Internet discourse is substantiated through the examination of various contextual factors, corpora, records, and surveys. The ongoing transformation of Internet discourse introduces novel horizons within the linguistic scientific paradigm. As a dynamic and ever-changing system, language continuously evolves. Linguistic units within online discourse undergo substantial influence and adaptation to accommodate the communication needs of users. Consequently, there exists a discernible trend towards adapting natural languages to embrace advanced technological developments, which manifest across all spheres of human life.

During the 2nd stage, a survey was administered to students to evaluate their perceptions regarding the practical application of Internet linguistics topics and issues, as well as the significance of theoretical knowledge in this domain.

Building upon the classification and established developmental directions of Internet linguistics (Figure 2) from stage 1, a questionnaire was developed for students and teachers specializing in linguistic disciplines. These questionnaires underwent testing by a control group, leading to necessary adjustments and corrections.

The main directions of Internet linguistics

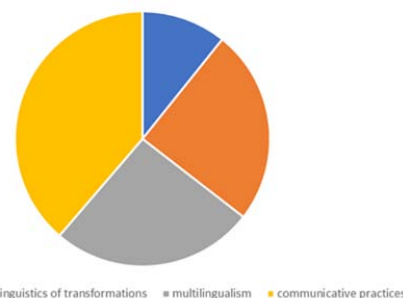


Figure 2. The main directions of Internet linguistics.

Source: Authors

Consequently, among the students of linguistics, the investigation into communicative principles adopted in Internet discourse garnered the highest level of interest (36 students), whereas the domain of metalinguistics was deemed less popular (10 individuals).

During this stage, a survey was also carried out to assess the degree of familiarity and relevance of various types and areas of language unit study within Internet discourse. All respondents were prompted to identify the most pertinent topics and aspects they apply in their studies, research, and practical endeavors. The ensuing results are presented as percentages (Table 1).

ratings. Such outcomes are reasonably anticipated, given that academic staff are expected to continually enhance their expertise and methodological competencies as educators.

Moreover, students' interest in exploring and employing Internet linguistics resources is also relatively substantial, with 47.6% in the EG1 and 48% in the EG2.

During the final stage, data collection and analysis were conducted. Based on the findings, a series of recommendations were formulated concerning the incorporation of theoretical and practical topics in Internet linguistics within linguistics courses and language teaching methodologies. These recommendations were subsequently disseminated, published, and made available in the university's repository for wider accessibility.

The language system, akin to a dynamic living organism, continuously undergoes change, evolution, and adaptation to meet the communication needs of speakers. Natural languages demonstrate the ability to keep pace with the latest technological advancements, and one of their fundamental functions is to facilitate effective communication in both personal and professional realms. The emergence of new communication transformations is intrinsically linked to the globalization of space, wherein artificial languages have seamlessly integrated with natural languages, culminating in the creation of Internet discourse. The concept of globalization strives to enhance the quality of life and foster the continuous exchange of novel discoveries, skills, and knowledge. Within the domain of Internet discourse, a vital function is operational cooperation, allowing for efficient collaboration among individuals.

6 Discussion

The significance of incorporating the advancements of modern linguistics into the study and engagement with Internet discourse has been emphasized by several researchers (Gilakjani, 2016; Ampatuan & San Jose, 2016). In practice, embracing active learning activities in language education that involve high technologies and acquainting learners with the fundamental principles of contemporary linguistics significantly contributes to the successful professional development of philologists.

The present article delves into the investigation of the principles governing the nomination of categories within English electronic discourse (AbuSa'aleek, A., 2015). The study primarily highlights the tendency towards concise communication through electronic means and the universal nature of such communication. An in-depth analysis of diverse forms of communication in electronic discourse reveals that 25% of the overall corpus of research material constitutes specific units of Internet discourse practices. Each documented practice within the study is comprehensible, avoiding the use of mere abbreviated "codes". The most significant reductions observed accounted for merely 16.21% (193 instances) of the total collection of 1190 texts. The investigation and analysis of language units in Internet discourse represent a pertinent, dynamic, and highly informative research process, unveiling the dynamics of transformations and the nature of change. The results of our study demonstrate promising prospects for research of this nature, with 66.4% of teachers identifying the research positions of Internet linguistics as relevant, boasting practical significance and theoretical significance.

Internet discourse has been acknowledged as a catalyst for change and evolution in natural languages, prompting investigations into language adaptation patterns and discourse practices of a novel type [20]. Researchers have observed numerous lexical changes within Internet discourse, encompassing abbreviations, tautologies, novel meanings attributed to existing words, emerging linguistic structures, and trending topics. Furthermore, amidst the ongoing COVID-19 pandemic, there has been an evident surge in health-related discussions. These dynamic changes and their global reach, representing an ongoing process, serve as indicators of the functionality of language units in Internet discourse. The significance of further exploration in the realms of stylistics and metalinguistics is emphasized. Our study revealed that respondents exhibited the greatest research and practical interest

in communicative approaches within Internet linguistics (39% of respondents) and multilingualism (26% of respondents).

7 Conclusion

The research team garnered several results during the experiment, indicating that respondents, students, and teachers evaluated Internet linguistics as a promising field within modern linguistics, deserving attention in both theoretical significance and practical value.

The primary areas of linguistic research pertaining to Internet discourse encompass metalinguistics, communication practices, linguistics of transformations, and multilingualism.

During the study, it was determined that 66.4% of teachers and 47.5% of students held a positive disposition towards engaging with contemporary linguistic theories related to the functioning of Internet discourse, further endorsing their practical application.

It is imperative to emphasize the necessity of consistently acquainting students with the latest developments in modern linguistics, while continuously raising their awareness of various categories and types of discourse.

In the future, it would be worthwhile to investigate the transformations that natural language systems undergo under the influence of online discourse and persistently address the gaps in research concerning discursive practices of this nature. Moreover, research endeavors on the application of Internet discourse in education can be further extended by broadening the pool of participating students and fostering collaboration between multiple universities.

Literature:

1. AbuSa'aleek, A. Odeh: *Internet Linguistics: A Linguistic Analysis of Electronic Discourse as a New Variety of Language*. *International Journal of English Linguistics*. 5(1). 2015 <http://dx.doi.org/10.5539/ijel.v5n1p135> 135-145
2. Kitade, K.: *L2 learners' discourse and SLA theories in CMC: Collaborative interaction in internet chat*. *Computer Assisted Language Learning*. 2, 2000. P.143-166. [http://dx.doi.org/10.1076/0958-8221\(200004\)13:2;1-D;FT143](http://dx.doi.org/10.1076/0958-8221(200004)13:2;1-D;FT143)
3. Aronin, L., Singleton, D.: *Twelve Lectures on Multilingualism*. 2018 Retrieved from URL <http://www.multilingual-matters.com/display.asp?isb=9781788922050>
4. Lin, B., & Hsieh, C. T.: *Web-based teaching and learner control: A research review*. *Computers & Education*. 37(3), 2001. P.377-386. <https://doi.org/10.12691/education-5-1-3>
5. Sokol, M.: (2018). *Have you wondered why sportspeople die? The medical weblog as a popularization tool*. 25. *Discourse, Context & Media*, 2018. P. 13-24. <https://doi.org/10.1016/j.dcm.2018.07.004>
6. Bruin, A., Treccani, B., Sala, S.: *Cognitive Advantage in Bilingualism An Example of Publication Bias?* 26 (1). *Psychological Science*, 2014. P. 99–107. <https://doi.org/10.1177/0956797614557866>.
7. Kiki-Papadakis, K. & Chaimala, F.: *The Embedment of Responsible Research and Innovation Aspects in European Science Curricula*. *Revista Romaneasca pentru Educatie Multidimensionala*. 8(2), 2016. P. 71-87. <http://dx.doi.org/10.18662/rrem/2016.0802.06>
8. Sim, M., & Pop, A.: *The impact of social media on vocabulary learning: Case study Facebook*. *Annals of the University of Oradea. Economic Science Series*. 23(2), 2014. P. 120-130. Retrieved from URL <https://ideas.repec.org/a/ora/journal/v2y2014i2p120-130.html>
9. Soria, C.: *What Is Digital Language Diversity And Why Should We Care?* *Linguapax Review*. 4(14), 2016. P. 13-28.
10. Fernández-Alonso, A.: (2022). *The Role of the Student in the Literary Translation Classroom: A Pedagogical Approach Towards a New Learning Perspective*. *European Scientific*

Journal. 18(18), ESJ, 2022. 73 p. <https://doi.org/10.19044/esj.2022.v18n18p73>

11. Ho, Ya-Yu: *Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English*, *Journal of Hospitality, Leisure, Sport & Tourism Education*. 27, 2020. <https://doi.org/10.1016/j.jhlste.2020.100271>.

12. Leong, L. M., Ahmadi, S. M.: *An Analysis of Factors Influencing Learners' English Speaking Skill*, *International Journal of Research in English Education*. 2(1), 2016. P. 34-41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>

13. Jonge, S., & Kemp, N.: *Text-message abbreviations and language skills in high school*. *Reading*. 35, 1, 2010

14. Lyddy, F., Farina, F., Hanney, J., Farrell, L., & Kelly O'Neill, N.: (2014). *An Analysis of Language in University Students' Text Messages*. *Journal of Computer-Mediated Communication*. 19(3), 2014. P. 546-561. <http://dx.doi.org/10.1111/jcc4.12045>

15. Galloway, N. & Numajiri, T.: (2020). *Global Englishes Language Teaching: Bottom-up Curriculum Implementation*, *Tesol Quarterly*. 54 (1), 2020. P.118-145.

16. Erazo, M.A., Ramirez, S.I., Encalada, M.A., Holguín, J.S., & Zou, J.: (2019). *English Language Skills Required by the Hospitality and Tourism Sector in El Oro, Ecuador. Theory and Practice in Language Studies*. 9(2), 2019. P. 156-167 <https://doi.org/10.17507/tpls.0902.05>

17. Fujita, R., Terui, M., Araki, T., & Naito, H.: (2017). *An analysis of the English communication needs of people involved in tourism at Japanese rural destinations*. Retrieved from URL https://doi.org/10.37020/jgtr.2.1_53

18. Bayram-Jacobs, D.: *RRI: What is it? How to integrate in Science Education*. 2015. Retrieved from URL <https://www.researchgate.net/publication/279204567>

19. Sun, H. M.: *A study of the features of Internet English from the linguistic perspective*. *Studies in Literature and Language*. 1(7), 2010. P. 98-103.

20. Leotta, P. C., & Dolidze, T.: *Language Change, New Millennium, and the Watershed in the Use of English*. *European Scientific Journal*. 18(18). ESJ, 2022. P. 5-17. <https://doi.org/10.19044/esj.2022.v18n18p5>

21. Synorub, H., Medynska, O.: *Development of information culture of students of humanitarian specialties*. *Information Technologies and Learning Tools*. 72(4), 2019. P. 152-167. <https://doi.org/10.33407/itlt.v72i4.2922>

22. Gilakjani, A.: *A review of EFL learners' speaking skill and the strategies for improvement 6 (9)*, *Modern Journal of Language Teaching Methods (MJLTM)*. 2016. P. 56-63 <https://doi.org/10.26655/mjltm.2016.12.1>

23. Ampatuan, R., A., San Jose, A.: (2016). *Role Play As An Approach In Developing Students Communicative Competence*. *International Journal for Innovation Education and Research*. 4, 2016. P. 18-24. <http://dx.doi.org/10.3968/j.ccc.1923670020110704.317>

Primary Paper Section: A

Secondary Paper Section: AI