

PRODUCTIVE MODELS OF ENRICHING ADOLESCENT'S VOCABULARY (BASED ON THE GERMAN LANGUAGE MATERIAL)

ПРОДУКТИВНІ МОДЕЛІ ЗБАГАЧЕННЯ СЛОВНИКОВОГО ЗАПАСУ ПІДЛІТКІВ (НА МАТЕРІАЛІ НІМЕЦЬКОЇ МОВИ)

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The research is dedicated to the study of nominative processes in the German adolescents' language subcode. Adolescence is an important stage of young speakers' social maturation since it is related to the transition from childhood to adulthood. To emphasise their group affiliation, adolescents tend to use vocabulary inherent to relevant peer groups or subcultures. They prefer non-standard lexical units, which are results of creativity combined with verbalisation of priority concepts determined by the current social and intra-group status. That causes constant changes in the language subcode under study.

Since the adolescents' vocabulary represents one of the subsystems of German language, the process of its enrichment is characterised by the use of three main ways of making lexical units of standard German. The analysis of lexicographic sources has shown that the most productive way to enrich young people's vocabulary is word-building on the basis of German root morphemes. Creating root words, adolescents try to demonstrate their language creativity, and to hide the real meaning of the message from communicants who don't belong to a corresponding peer or subcultural group. A significant number of determinative compounds in the research material can be considered the result of their use to satisfy the need for ironic assessment of the surrounding reality. Affixation is the most productive word-building model. It is featured by the use of non-standard prefixes and suffixes, as well as the productivity of formants that express exaggeration. The frequent types of conversion are transitions of nouns into the categories of adjectives, adverbs, and verbs. Most abbreviations in the vocabulary under study belong to initialisms and shortenings. Meaning change is regarded as a useful means to express verbal self-identity against the other members of the German-speaking community. The peculiarities of semantic derivation consist in the productivity of metaphorization on the basis of similarity of an internal or external feature and on the basis of meaning transfer from physical concepts to abstract concepts. These words are formed to show subjective attitude to the referent. Loanwords are mainly borrowed from American English, which is determined by the influence of mass media, social networks, and foreign subcultures. Loanwords have a high degree of pragmatic value due to their unusual morphological structure.

Key words: adolescents' vocabulary, standard German, nominative processes, word-building morphemes, semantic change, loanwords, extralingual factors.

Дослідження присвячене вивченню номінативних процесів у мовному субкодї німецьких підлітків. Підлітковий вік вважається важливим етапом соціального становлення молодих носіїв мови, оскільки пов'язаний з переходом від дитинства до дорослого життя. Для підкреслення своєї групової приналежності підлітки схильні застосовувати лексику, притаманну відповідним групам однолітків або субкультурам. Вони надають перевагу нестандартним лексичним одиницям, які є результатом креативності в поєднанні з вербалізацією пріоритетних концептів, детермінованих сучасним соціальним і внутрішньогруповим статусом. Це зумовлює постійні зміни досліджуваного мовного субкоду.

Оскільки словниковий запас підлітків є однією з підсистем німецької мови, процес його збагачення характеризується використанням трьох основних способів утворення лексичних одиниць літературної німецької мови. Аналіз лексикографічних джерел показав, що найпродуктивнішим шляхом збагачення молодіжного вокабуляру є словотворення на основі німецьких твірних основ. Утворюючи кореневі слова, підлітки намагаються продемонструвати свою мовну креативність, а також приховати справжній зміст повідомлення від комунікантів, які не належать до відповідної групи однолітків чи субкультурного об'єднання. Значну кількість детермінативних композитів у досліджуваному матеріалі можна вважати результатом їх застосування для задоволення потреби іронічної оцінки оточуючої дійсності. Найпродуктивнішою словотворчою моделлю є афіксація. Остання вирізняється використанням нестандартних префіксів і суфіксів, а також продуктивністю формантів із значенням перебільшення. Частотними видами конверсії є переходи іменників до категорій прикметників, прислівників, дієслів. Більшість скорочень у досліджуваній лексиці належить до ініціалізмів та усичень. Зміна значення вважається дієвим засобом вираження вербальної самоідентичності на фоні інших членів німецькомовної спільноти. Особливості семантичної деривації полягають у продуктивності метафоризації на основі подібності внутрішньої чи зовнішньої ознаки, а також на основі перенесення значення від конкретного до абстрактного. Ці слова утворені для демонстрації суб'єктивного ставлення до референту. Джерелом для запозичень є насамперед американський варіант англійської мови, що зумовлено впливом засобів масової інформації, соціальних мереж, іноземних субкультур. Запозичення мають високу прагматичну цінність завдяки своїй незвичній морфологічній структурі.

Ключові слова: вокабуляр підлітків, літературна німецька мова, номінативні процеси, словотворчі морфери, зміна значення, запозичення, позамовні чинники.

Formulation of the problem. Adolescent's language subcode is an important source to enrich the vocabulary of modern German and its subsystems. The lexical units under study are created and actively used during the adolescence period of personality's development.

Adolescence is considered to be an essential stage of young speakers' social maturation since it is related to the transition from childhood to adulthood. During this period, there are changes in the value system and world perception caused by getting new social roles and responsibilities. The impact of a peer group is becoming determinative at choosing language behaviour patterns, while family ties and parental opinion are gradually weakening [1, p. 5]. In the process of everyday communication, adolescents tend to apply language subcodes inherent to preferred subcultures depending on communicative situations. In the given case, specific vocabulary is regarded as a convenient means to emphasise group affiliation. At the same time, the heterogeneity of peer groups and subcultures leads to the need to differentiate between various language subcodes used by young members of the German-speaking community.

It should be mentioned that adolescence is a period of self-understanding and self-awareness, when finding one's identity takes place [7, p. 26]. That is why adolescents are prone to standing out from other speakers to show their uniqueness and individuality. They prefer non-standard language patterns, which are results of their creativity combined with verbalisation of priority concepts determined by the current social and intra-group status. This causes constant changes in the language subcode under study. Every generation of young speakers expresses originality through making «customized» lexical units. As a rule, the active vocabulary of previous generations is generally declared obsolete.

The communicative value of the adolescents' vocabulary is determined by its unusual morphological structure, expressively coloured connotation to correspond personal attitude to the surrounding reality. This attitude is mostly of ironic, contemptuous nature, while the process of making new lexical units is accompanied by semantic changes, which can be attributed to inherent features of young people's verbalisation of the world picture.

Due to these characteristics, adolescents' words and phrases are being actively spread in social networks, different types of mass-media, TV and radio programmes. This vocabulary has a high degree of pragmatic value and is often used in commercials to draw attention of certain target groups of customers. Beyond that, some lexical units become an integral

part of everyday communication of other social, age, and professional groups in the German-speaking community. There is also a productive, long-running lexicographic practice of compiling dictionaries of young people's vocabulary. This immense increase in popularisation of the adolescents' language subcode determines the relevance of the proposed research.

The purpose of the article. The research is aimed to establish quantitative and qualitative peculiarities of enriching German adolescents' vocabulary, as well as to single out distinguishing features of this process compared to standard German. Besides, our goal is to form an effective approach to the analysis of the most frequent morphological and semantic changes in the vocabulary under study. That will give the opportunity to provide a system-quantitative description of word-building, semantic derivation, and borrowing taking into consideration extralingual determinants of their productivity.

The analysis of recent research and publications dedicated to the above-mentioned issue has shown that there is an intensification of the study of various aspects of this subsystem of modern German during recent decades. Among the research results published by foreign Germanists, we consider the works by J.K. Androutsopoulos [6], M. Chun [8], H. Ehmann [9], H. Henne [11], P. Schlobinski and H.-Ch. Heinz [17], Ch. Wehrli [18] to be of particular interest. The above-mentioned linguists focused either on the study of certain ways of forming adolescents' vocabulary or on providing a generalised structural and semantic description of young people's language subcode. In addition, they are of the opinion that nominative processes in the vocabulary under study are strongly affected by extralingual factors, such as the need to show uniqueness, protest, subjective assessment etc. These factors determine a large number of synonyms and polysemantic words, productivity of metaphor and metonymy, emotional connotation, as well as thematic restriction of created lexical units. The latter has been explained by the secondary nature of the given language phenomenon compared to written and spoken standard German.

We have also found the works by Ukrainian researchers dedicated to the issue of establishing lexico-semantic features of German adolescents' vocabulary. In the paper by M.R. Tkachivska, hyperbolizing has been defined one of the key features of young people's communication, while the change of generations has been determined as the driving force for high productivity of word-building [5, pp. 114–115]. The adolescents' need for verbal self-identification in the multifaceted German-speaking community has been emphasised in the research by L.A. Levytska

and I.S. Mykytka [2, p. 95]. S.M. Soldatova and A.V. Kozonak have singled out lexico-semantic groups of the vocabulary under study taking into account its thematic restriction and preferred types of discourses (such as communication on the Internet) [4, pp. 345–346].

The scientific novelty of the research. The article provides a comprehensive description of making new words in the German young people's language subcode. Social and age factors, as well as subcultural and media impact have been taken into consideration. In the given study, we have combined the use of theoretical basis taken from publications on nominative processes in modern German [3; 12; 16], the consideration of the viewpoints of Ukrainian and foreign researchers on the issue of the adolescents' means of communication, and the analysis of up-to-date lexicographic sources.

The material of the study is represented by about 2,000 lexical units of four parts of speech (nouns, verbs, adjectives, and adverbs) taken from dictionaries of German adolescents' vocabulary [10; 13; 14; 15]. These lexicographic sources contain words that are commonly used by German-speaking young people in their everyday communication. Hence, this part of adolescents' vocabulary reflects the language picture of the socio-age group under study without regard to its subcultural, social, gender, regional, ethnic heterogeneity.

Research methodology. In the article, we have applied the methods of synthesis and analysis for choosing relevant classifications of the ways to enrich the adolescents' language subcode. The quantitative method has been applied to single out the most frequent and productive models of word-building (along with word-building morphemes), semantic derivation, and borrowing. By using the inductive method, we have distinguished the peculiarities of making the vocabulary under study in comparison to the ways of enriching the standard German. We have also applied the descriptive method to give the characteristics of the above-mentioned nominative processes, as well as the key extralingual factors determining language behaviour during the adolescence period.

Results and discussions. Since the adolescents' vocabulary represents one of the subsystems of German language, the process of its enrichment is characterised by the use of three main ways of making lexical units of standard German, namely word-building, meaning transfer, and borrowing from other languages [3, pp. 180–181].

To provide a comprehensive description of word-building models, we have analysed the classifications suggested by Ukrainian and foreign Germanists

to study the processes of making lexical units in standard German [3; 12]. As a result, we have chosen the approach to divide them into forming root words, compounding, affixation (namely, suffixation and prefixation), conversion (implicit derivation), abbreviation, and other types of word-building on the basis of German root morphemes. In our opinion, this approach to the analysis of nominative processes of the vocabulary under study will contribute to a clearer differentiation of German and borrowed components taking into consideration the connection of young speakers' language subcode with standard German, on the one hand, and the verbal patterns of foreign subcultures, on the other hand. In addition, it will facilitate a better definition of extralingual determinants.

It has been established that word-building is the most productive way of forming adolescents' vocabulary. We have singled out 1,304 lexical units made in this way (65.69% of the research material) (Tab. 1).

Table 1
Ways to enrich German adolescents' vocabulary

Way of word formation	Number of lexical units	Percentage of the research material
word-building	1,304	65.69%
semantic derivation	223	11.24%
borrowing	458	23.07%
Total	1,985	100%

The results of the study have shown that there are a relatively few root words (31 lexical units – 2.38% of the words made by means of word-building) (*wambo – riesig, groß*) (Tab. 2). We believe that formation of this vocabulary contributes to the satisfaction of adolescents' need to demonstrate their language creativity, as well as to hide the real meaning of the message from communicants who don't belong to a corresponding peer or subcultural group (*imba – super*). However, there are other options to express one's verbal uniqueness, for example, by means of using semantically changed components of standard German or language patterns offered by mass media and social networks. That reduces young people's propensity to make new root morphemes.

Compounding is a much more productive word-building model (497 lexical units – 38.11% of the words made by means of word-building) (*Gehirnprothese – Taschenrechner*). According to the structural-semantic classification, making determinative compounds is the most frequent and productive in the vocabulary under study. In our opinion, a large number of these lexical units can be

considered the result of their use to satisfy the desire for subjective assessment of the surrounding reality. Hence, the ironic attitude to the referent is clearly seen in the meaning structure (*Blechpickel – Piercing*).

Table 2

Word-building models in the vocabulary under study

Word-building model	Number of lexical units	Percentage of the words made by means of word-building
making root words	31	2.38%
compounding	497	38.11%
affixation	581	44.56%
conversion	88	6.75%
abbreviation	80	6.13%
other types	27	2.07%
Total	1,304	100%

In the research material, affixation has been identified as the most productive model (581 lexical units – 44.56% of the words made by means of word-building) (*bekoffern – dumm anreden*). We have singled out two types of word-building morphemes. The first type includes suffixes and prefixes that are used to make lexical units of standard German (*knutig – süß, niedlich*). The second type is represented by non-standard affixes to make words of the language subcode under study. We suggest this classification to be relevant for a clearer demonstration of distinctive features of the nominative processes in adolescents' vocabulary compared to standard German. In our opinion, the key reason for the use of non-standard word-building morphemes is the wish to stand out from other social, age, professional groups, as well as to protest against the rules and regulations of the adults' world (*peino – peinlich; Drinni – Stubenhocker*). Prefixation is featured by the productivity of formants that express exaggeration (*hypergeil – sehr gut*). We think that the use of affixes with this semantic component is determined by young people' emotional vulnerability verbalised through hyperbolizing feelings and thoughts. At the same time, a significant number of lexical units formed by means of suffixation express an ironic attitude to the referent (*Komposti – alter Mensch*). The formant *-er* belongs to the most productive suffixes in the research material. These words emphasise a contemptuous assessment of the referent (*Eierkneifer – sehr enge Männerunterwäsche*).

Conversion (implicit derivation) (88 lexical units – 6.75% of the words made by means of word-building) is characterised by the productivity of the transition of nouns into the category of adjectives and

adverbs (*bombe – hervorragend*). The transition of nouns into the category of verbs is accompanied by adding the grammatical morpheme *-en* (*prallen – sich langweilen*). In our opinion, young people try to satisfy their need for language experiments in this way.

We think that the key reason for making adolescents' vocabulary by means of abbreviation and other types of word-building (among others, onomatopoeia) (107 lexical units in total – 8.2% of the words made by means of word-building) is the wish to fulfil the creative potential at verbalising the surrounding reality. In the research material, initialisms and shortenings are the most productive ways of making abbreviations (*KA – keine Ahnung; Emo – emotionaler Mensch*).

A characteristic feature of word-building processes in the vocabulary under study is the semantic change of root morphemes (*Orallüftung – Rülpsen; eingelasert – tätowiert*). Adolescents use words of standard German in new, original meanings to express their verbal self-identity against the other members of the German-speaking community.

Semantic derivation is a less productive way of making new vocabulary compared to word-building (223 lexical units – 11.24% of the research material). To analyse this nominative process, we have chosen the classification that divides it into metaphoric and metonymic meaning transfer, as well as meaning broadening and narrowing [16]. In our opinion, the low productivity of broadening and narrowing the meaning (23 lexical units in total – 10.31% of the words made by means of semantic derivation) is determined by the fact that adolescents prefer using vocabulary with a new, unusual morphological structure. That is why semantically changed lexical units of standard German are often considered to be insufficient to emphasise the eccentricity of young people's language behaviour (*Hauptling – Chef*). In turn, metaphor and metonymy realise the possibility of using the above-mentioned words in completely different contexts, showing a close connection of the language subcode under study with standard German and its subsystems.

Most semantic derivatives are formed by means of metaphorization (176 lexical units – 78.92% of the words made by means of semantic derivation). The analysis of lexicographic sources has shown that meaning changes on the basis of similarity of an internal (*Hammer – Erfolg*) or external feature (*löffeln – verstehen*), and on the basis of semantic transfer from physical concepts to abstract concepts (*galaktisch – super, genial*) are the most productive types of metaphor. In contrast to metonymy, metaphor is regarded as an effective way to express subjective attitude to the referent.

The rapid growth of the impact of internet technologies, the formation of global media and social networks, the spread of subcultures have caused the active use of borrowing (mainly, from American English) at enriching the German adolescent's vocabulary (458 lexical units – 23.07% of the research material). These loanwords are featured by a high degree of pragmatic value due to their morphological unusualness, and can be divided into lexical units made on the basis of borrowed root morphemes (*froggy* – *verrückt*, *ausgelassen*) and compounds consisting of German and English roots (*Weizenspoiler* – *Bierbauch*) [18, p. 72]. Borrowing in adolescents' vocabulary is mostly accompanied by morphologic assimilation (for example, by adding German grammatical morphemes) (*flashen* – *boxen*), as well as spelling assimilation (*relaxt* – *entspannt*). Young people also tend to use metaphors to adapt the borrowed lexical units to their communication needs (*flamen* – *beleidigen*).

Conclusions and proposals. It can be stated that the most productive way to enrich adolescents' vocabulary is word-building on the basis of German root morphemes. Making determinative compounds is driven by the young people's need to satisfy the desire for subjective assessment. Affixation is featured by the

use of non-standard prefixes and suffixes, as well as the productivity of formants that express exaggeration. Word-building is accompanied by semantic changes of root morphemes. In our opinion, it can be explained by the secondary nature of the vocabulary under study compared to lexical units of standard German. The peculiarities of semantic derivation are expressed in the productivity of metaphorization on the basis of similarity of an internal or external feature and on the basis of meaning transfer from physical concepts to abstract concepts. These words are used to emphasise adolescents' subjective attitude to the surrounding reality. The main source of borrowing in the vocabulary under study is American English. As a rule, there is morphologic and spelling assimilation of loanwords. The analysis of the models of forming the means to verbalise the adolescents' picture of the world shows the extralingual predetermination of their productivity. Key factors are the needs for self-identification, subjective assessment, protest, language experiments.

We consider the analysis of the specifics of using the vocabulary under study in spoken and written communication within certain peer and subcultural groups to be a prospective direction of further scientific research.

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