

назв поселень із архаїчними моделями: *\*-jь (\*-je, \*-ja), -ів (-ов), -иця, -ин, -ичі, -івці, -ани, -инці*. Характерним для ойконімії України повоєнного періоду (зокрема, для ойконімів усіх регіонів, що входили до складу тодішньої УРСР) є назви поселень на *-ка, -івка*. Бачимо, що перевага надавалася назвам у формі відапелятивних субстантивованих прикметників.

Загалом здійснений аналіз принципів і способів номінації при перейменуванні давніх населених пунктів України засвідчує, що радянський адміністративно-канцелярійний апарат не дотримувався наукових принципів назовництва та збереження автентичності назв поселень. Ключовим для радянських функціонерів був ідеологічний фактор. Це проявляється як у наявності значної кількості меморіальних назв, так і штучно створених найменувань хуторів, сіл, селищ та міст України. Базовими словотвірними моделями при творенні нових назв слугували форманти *-івка (-овка), -ине, -ове*, а також не адаптовані до українського мовного ґрунту афіксальні морфеми.

У подальших наукових розвідках предметом аналізу можуть стати назви населених пунктів України, починаючи з початку ХХ ст., зафіксовані у довідниках пізнішого періоду. Це дасть змогу простежити та підтвердити архаїчність ойконімних моделей окремих регіонів нашої країни, а також проаналізувати відносну новизну та виявити “штучність” назв поселень, які свідомо перейменовували у радянський період.

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## THE LANGUAGE OF THE YOUNG GENERATION IN THE CONTEXT OF THE CULTURAL CHANGES ON THE EXAMPLE OF THE VOCABULARY DESCRIBING INTERNAL FEELINGS

*The paper talks about the issues related to the cultural changes and the vocabulary describing internal feelings of the modern youth. It points out the changes in the ways of verbal communication as well as the ability to name internal experiences. A reliable analysis of the topic was based on different types of field research collectively referred to as the sociometric research, encompassing an interview and a survey. The research included a specific subject group, namely the full-time students of pedagogy (1<sup>st</sup>-, 2<sup>nd</sup>-, 3<sup>rd</sup>-year students) at the Bronisław Markiewicz State Higher School of Technology*

*and Economics in Jaroslaw. The research was conducted during the winter term of the academic session 2016/2017.*

*Key words: vocabulary, internal feelings, language, cultural changes, verbal communication.*

**Ивона Дудзік. МОВА МОЛОДОГО ПОКОЛІННЯ В КОНТЕКСТІ КУЛЬТУРНИХ ЗМІН НА МАТЕРІАЛІ ЛЕКСИКИ, ЩО ВЖИВАЄТЬСЯ ДЛЯ ПЕРЕДАЧІ ВНУТРІШНІХ ПОЧУТТІВ**

*У статті розглядаються питання, пов'язані з культурними змінами, та аналізується лексика, яка використовується сучасною молоддю для передачі внутрішніх почуттів. Особливу увагу було приділено змінам у мовному спілкуванні і лексичним засобам для передачі внутрішніх почуттів. Для проведення ретельного аналізу даних були використані методи соціометричного опитування і анкетування. Експериментальною групою для дослідження були також студенти стаціонарного відділення факультету педагогіки I, II, III курсів Державної технічно-економічної вищої школи імені Броніслава Маркевича у м. Ярослав. Дослідження було проведено під час зимового семестру 2016-2017 навчального року.*

*Ключові слова: лексика, внутрішні почуття, мова, культурні зміни, вербальна комунікація.*

**Ивона Дудзик. ЯЗЫК МОЛОДОГО ПОКОЛЕНИЯ В КОНТЕКСТЕ КУЛЬТУРНЫХ ИЗМЕНЕНИЙ НА МАТЕРИАЛЕ ЛЕКСИКИ, УПОТРЕБЛЯЕМОЙ ДЛЯ ПЕРЕДАЧИ ВНУТРЕННИХ ЧУВСТВ**

*В статье рассматриваются вопросы, связанные с культурными изменениями, и анализируется лексика, используемая современной молодежью для передачи внутренних чувств. Особое внимание было уделено изменениям в речевом общении и лексическим средствам для передачи внутренних чувств. Для проведения тщательного анализа данных были использованы методы социо-метрической опроса и анкетирования. Экспериментальной группой для исследования были также студенты стационарного отделения факультета педагогика I, II, III курсов Государственной технической-экономической высшей школы имени Бронислава Маркевича в г. Ярослав. Исследование было проведено во время зимнего семестра 2016-2017 учебного года.*

*Ключевые слова: лексика, внутренние чувства, язык, культурные изменения, вербальная коммуникация.*

**Introduction**

The thinking process is mostly processing of images, which can subsequently be articulated with the use of language. It is a tool which we use in order to communicate, convey information, describe the world and also to design the future. Ever since the ancient times the human being has always tried to record or articulate the matters that he or she considered important and essential. The oldest language of the primitive tribes is certainly the parietal art. At that time the most important aspect of the human life was survival dependent on hunting, therefore the first paintings represented the likenesses of animals. If we consider the way they were depicted, we can interpret the feelings of our primogenitors, especially the admiration of the perfection of the animal world. Naturally, the way of expressing feelings and emotions has changed significantly over the years. Just like the method of verbal communication. If we were to compare the vocabulary repertoire of our earliest ancestors with that of a modern human being we would encounter a huge gap and to no surprise. The world has changed and one cannot underestimate the role of the scientific and technical advances, economy, information technology, new customs or fashion. Currently, the mass culture tendencies, especially as regards the communication carriers, have a large influence on the deterioration of the modern youth's language. Another important factor in this process is the impact of mass media, which are constantly focused on improving viewership and listenership ratings without paying attention to harmful content that they serve on a plate to a young person, who can easily get lost in this enormous information clutter. Lately we have been experiencing the decline of the language culture which is a component of the culture as such and the way the person expresses himself or herself, in speech or in writing, is indicative of his or her standing. We have also been hearing a lot about the crisis of upbringing,

education and culture. However, mostly we hear that there is no time for anything, that life goes so fast and we find it more and more difficult to keep up with the occurring changes. We are all in a hurry, always in a rush. Together with these changes came the alterations of the language as well as all the components of its system. We live fast and accordingly we try to speak fast, often using mental shortcuts. Actually, nowadays they have become a specific type of verbal communication of adolescents and children. This undoubtedly leads to the deterioration of the language culture, however, there are definitely more reasons behind it and to a large extent they stem from the changes within the civilization. A rapid development of the electronic media has led to the emergence of the new forms of communication: text messages, e-mails, or instant messaging clients, like the Polish Gadu – Gadu. They are characterized by the abbreviated, unofficial style of communication. Adolescents very often employ jargon or slang so that others (adults) cannot understand what they are saying. Linguistic correctness and orthography are set aside or sometimes they are not considered at all. It has to be emphasized that the Internet, radio and television are not always the carriers of positive content or values, and the language tendencies are shaped over the years and are influenced by various factors. Hence the question arises if all those changes have an impact on the way the modern youth expresses and describes their internal feelings [2, pp. 165-173].

### **The modifications of the contemporary Polish language in the context of the cultural changes**

Each ethnic language exists and develops together with the nation, and the history of the nation is also the history of the language. It is through the analysis of the language that we can better understand the group that uses it to communicate. The language organizes the way the members of the group perceive the world but at the same time the group being the communication community influences the language. Therefore, the relation between the language and a given community, and in particular their culture, is strong and bilateral. On the one hand the language constitutes the foundation of each culture and its basic wealth, at the same time being the major expression code of each culture, and on the other hand each culture strongly influences the language through its tendencies, the proposed system of values and current trends [7, p. 59].

If we have a closer look at the language, we will easily discover that it is a unique and special tool. It can perform different functions, shape the way its users perceive reality but also make it possible for the users to express themselves. Thanks to the verbal communication, people can learn and develop since the better part of the knowledge and skills is acquired through it. Using the language the person is able to communicate with others and also with oneself, he or she is able to construe thoughts and become aware of them as well as reflect upon what he or she is saying. If the thought is not expressed through the language, it exists only on the level of impression or a sensation. Verbalizing thoughts, even if in the presence of oneself only, makes it possible for them to be rationalized and reach the level of awareness. Through the language communication a person becomes a symbolic being who can reflect upon abstract matters distant from “here and now». Thus, the language can be treated both as a communication tool and a symbol of identity, the way of self-presentation and the key to the participation in a given culture. It can also be seen as the image of the reality existing in the minds of its users, and individual messages can have numerous and detailed functions. Naturally, it is related to the different ways in which we understand the language [1, pp. 71-72].

«The basic assumption of the European Union is multiculturalism and multilingualism of the Old Continent’s society. The ideal of the European upbringing is based on the following slogans and trends: education and upbringing that places the importance on religious, social, racial and political tolerance, openness to others, exchange of information, friendship, dialog, learning foreign languages» [8, p. 105]. Currently, we can observe the changes in the awareness of the speakers and one of those changes is the attitude towards a native language.

It is no longer treated as a national treasure, spoken according to the general norm passed down by the family, schools, belles-lettres, theater, etc. This norm, albeit quite rigorous, protected the elite (high register) Polish language. The learning of it by the persons who aspired to become its users, thus

getting rid of rural or urban dialects, was the *condicio sine qua non* of the social advancement and a desired status. The modern attitude towards the language is characterized by flexibility or freedom, in other words *the ease*. Everything is allowed, all norms and limits can be breached. The relation between the selection of linguistic means and a situation to which they should be suited is not commonly understood or accepted [3, p. 75-76].

The modifications of the contemporary Polish language in the context of the cultural changes are visible in almost all aspects of life, including communication customs. For a long time now they have also been the object of the multifaceted studies and descriptions. The development of the mass culture and the Internet has been identified as one of the key factors behind those changes. It was the advancement of information technologies that created new research opportunities and it also motivated the observation as well as the analysis of the language phenomena on such a scale that had never been seen before. Sudden social and cultural changes, not only in Poland but also worldwide, were reflected in the language itself but also in the way it is being used in new forms of communication.

Therefore, looking at the contemporary functional Polish language we can see and indicate clear tendencies governing those changes: the economization and common attempts at abbreviation, language trends, completion of linguistic means, intervarectal borrowings and a rapid influx of the English vocabulary giving rise to the polonized variants; the change dynamics within the traditionally distinguished functional variants leading to the hybridization of types and styles, the emotionalization of communication, the redefinition of the basic linguistic functions, with the prevalent ludic, phatic, persuasive and manipulative function [5, p. 68]. The reasons for this can certainly be associated with the changes within the civilization (social, political, economical, ethical changes, etc.). Ewa Jędrzejko states that “already the 20th century was characterized by a special dynamics: the socio-political situation of Poland changed repeatedly and radically, the advances in science and technology accelerated the changes in mentality and the freely developing mass media popularized new styles of life and communication thus changing the traditional ones. As a result we have experienced greater than ever stratification of general language but also, to some extent, its homogenization, the instability of norms and categories as well as certain disturbance of styles and types. Today we associate it with the globalization and mediatization of culture, the pace of life, the instrumental and marketing character of social communication where the promptness of information, winning the audience, efficiency, etc. sometimes become more important than the esthetics or correctness of the language. The examples of those changes, both positive and negative, can be seen especially in the text lexis, the repertoire of the vocabulary and phraseology since they are always more susceptible to the external changes» [6, p. 5]. The reasons behind those changes and their consequences for the language of the 20th century as described by the researcher are even more visible in the language used by adolescents, who are growing up already in the 21st century. While the major tendencies and the direction of the change do not generally raise controversies among linguists, the evaluation of such phenomena is a different story. On the one hand they are condemned, referred to as a crisis, the erosion of the language, the downfall of norms; among others Antonina Grybosiova states that ever since 1989, when the newspeak (the language of the totalitarian authorities) began to be disposed of, in the contemporary media the debate has mainly been about the threat for the Polish language posed by English (its American version) until the accession of Poland to the European Union. The functioning of the language itself, its efficiency and quality, or the adherence to the norms are no longer considered by those who have a say in our society. Once the attention to the native language ceased to be the expression of patriotism, it is hard to demand respect for theoretical norms which protected the primacy of the general language within the cultural variety [4, pp. 23-32]. On the other hand, language changes are natural and accepted to a large degree, and with this the majority of researchers exercise moderate or complete optimism [9, pp. 8-10].

#### **Research material and method**

The study employed the field research methods under the collective name of the sociometric methods – an interview and a survey. As a research tool a survey questionnaire was used, specially prepared for the research. The sampling was nonrandom, purposive. The research included a specific subject group, namely the full-time students of pedagogy (1<sup>st</sup>-, 2<sup>nd</sup>-, 3<sup>rd</sup>-year students) at the Bronisław

Markiewicz State Higher School of Technology and Economics in Jarosław. The research was conducted during the winter term of the academic session 2016/2017.

The objective of the research was to determine how the youth names and describes internal feelings.

### Research results

The description of internal feelings is nothing else than the description of experiences, sensations and emotions. These feelings accompany us throughout our whole life, practically in every moment. However, they are not constant as they continuously change. Furthermore, we frequently experience mixed or even contradictory feelings. For example, when we are successful then we feel joy and satisfaction, when we fail, we feel discontent and disappointment. The description of internal feelings requires that the author have the ability to be in somebody else's shoes, at the same time drawing conclusions about those feelings based on their external expression. We acquire such an ability through our life experiences. However, in order describe and express what we feel and see with precision we need to have the vocabulary that can name those feelings with precision.

The direct contact with the students made it possible to conduct a survey and an interview in order to obtain the answers to those important questions. The main intent was to identify the repertoire of the vocabulary used by the young people to describe and name internal feelings but also the observation of the ways in which they are expressed. Below I have included selected statements of the students, which precede the analysis of the research results.

- «*Zaraz mnie trafi ze złości*» (I feel so angry that I'm about to freaking explode).
- «*Niech to szlak – znowu się spóźniłam*» (Dammit, I'm late again).
- «*Kurde felek ale trema*» (Shit, I'm so nervous).
- «*Wścieknę się z wkurwienia*» (I'm so fucking furious I will go mad).
- «*Spoczko – już po wszystkim*» (Chill out, it's all over now).
- «*Luzik – dałam radę*» (Cool, I made it).
- «*No, kurwa – ale wstyd*» (Fucking shit, what a shame).
- «*Ja pierdołę. Ale masakra – nie zdałam egzaminu*» (Holy shit, what a bummer, she didn't pass the exam).
- «*Jebne się zaraz z rozpaczy*» (Crap, I'm in the pits).
- «*Supernowo – ale jestem zadowolona*» (Fantabulous! I'm so happy).
- «*Naser mater – jestem zajebista*» (Gee-whiz, I'm fucking amazing).
- «*O fuck, ale podziw*» (Oh fuck, kudoz).
- «*Chujnia z grzybnią, tak mi smutno*» (Dang it, I'm so sad).
- «*Ciułowo się czułam i nie mogłam dokończyć wypowiedzi*» (I felt like crap and I couldn't finish my statement).
- «*Strzeliłam buraka, kiedy zobaczyłam zestaw pytań zaliczeniowych*» (I went completely red when I saw the test questions).
- «*Spaliłam buraka ze wstydu*» (I was so embarrassed that I blushed).
- «*Jest git, kiedy jestem szczęśliwa*» (It's swell when I'm happy).
- «*Zabijam gadką ze złości*» (I could kill with my biting comments when I'm angry).
- «*Walcie się wszyscy, taka jestem zła*» (I'm so angry that you can all go and fuck yourselves).
- «*Miałam taką trewę, że nagle zabrakło mi słów*» (I was so nervous that I went speechless).
- «*Tak się stremowałam, że nagle odcięło mi mowę*» (I got so nervous that I choked on my own words).
- «*Kiedy usiadłam do rozwiązywania testu poczułam pustkę w głowie*» (When I sat down to the test my mind went totally blank).
- «*Kiedy chciałam zaśpiewać, miałam sucho w gardle*» (When I wanted to sing my throat went dry).
- «*Zajebicie! Chciało mi się latać, kiedy wygrałam konkurs*» (That's wicked! I felt like I could fly when I won the contest).
- «*Miałam uczucie, że jestem free*» (I felt totally free).
- «*Dostałam szahu, kiedy mój chłopak mnie zostawił*» (I hit the roof when my boyfriend left me).

- «*Szlak mnie trafił* na wieść o tym, że znowu podnieśli mi czynsz» (They made me shit a brick when they raised my rent again).
- «*Kopara mi opadła*, kiedy zobaczyłam parę spacerujących staruszków, którzy trzymali się za ręce» (My jaw dropped when I saw an old couple taking a walk and holding their hands).
- «*Stałam jak wryta*, kiedy dowiedziałam się, że nie mam kasy na koncie» (I was dumbstruck when I found out that there was no dough on my account).
- «*Dotelepało mnie ze złości* na wieść o tym, że mój młodszy brat kolejny raz uciekł z lekcji matematyki (I freaked out when I found out that my younger brother didn't show up to his math class again).
- «*Zajebicie jest* – dostałam komplement» (How groovy, I got complimented).
- «*Krew mnie zalala*, kiedy kolejny raz mój młodszy brat wrócił pijany do domu» (I lost it when my younger brother came home drunk again).
- «*Łzy leciały mi ciurkiem*, kiedy mój dziadzio wyzdrowiał i wyszedł ze szpitala» (I cried like a baby when my grandpa got better and came back home from the hospital).
- «*Kiedy stanęłam na starcie nogi zrobiły się jak z waty*» (When I got to the starting line, my legs started shaking).
- «*Pełny szacun* dla Anki za wyniki z matury» (Kudoz for Anna on her exam results, respect).
- «*Zalamalam się z rozpaczy*, po stracie męża» (I broke down when my husband died).
- «*Ja pierdole*, jak jeżdżą po tych autostradach» (Jesus fucking christ, don't they know how to drive on a freeway?!).
- «*Gól skakał mi z wściekłości*, kiedy obejrzałam film dokumentalny o okrucieństwie ludzi wobec zwierząt w cyrku» (It really ticked me off when I saw the documentary about the cruelty of people towards the animals in the circus).
- «*Niedobrze mi się zrobiło ze wstydu przed nimi*, kiedy zostałam przyłapana na ściąganiu» (I wanted to curl up and die when I was caught cheating).
- «*Nogi ugięły się pode mną*, kiedy miałam pierwszy raz wsiąść za kierownicę» (I went weak at the knees the first time I had to get behind the wheel).
- «*Ze wstydu chciałam zapaść się pod ziemię*, kiedy przy kasie okazało się, że nie mam ani karty płatniczej, ani portfela przy sobie» (I wanted to die out of embarrassment when I realized at the checkout desk that I didn't have either my credit card or my wallet).
- «*Z żalu nie mogłam się skupić* i prowadzić lekcji» (I was so distraught that I could neither focus nor run the class).
- «*Poczułam się lekko* dostając jednocześnie powera do pracy» (I got wings and power to do my work).
- «*No chyba zejdę ze strachu*» (I'm scared out of my wits).
- «*Mam palpacje ze strachu*» (I'm scared shitless).
- «*Poczułam skrzydła na plecach*, kiedy dowiedziałam się o awansie» (This promotion put the wind in my sails).
- «*Z żalu chciałam przejąć wszystkie bóle* i problemy na siebie» (In desperation I wanted to take the load off everybody's shoulders and carry it myself).
- «*Skakałam z radości jak oszalala* kiedy do mnie wrócił» (I was head over heels with joy when we got back together).
- «*Brawo Ty*» – podziwiam Cię (Way to go! I really admire you).
- «*Czapki z głów dla biolożki*» (Hats off to the biology teacher).
- «*Ale jest zajefajnie*» (It's fuckantastic).
- «*Ale jest awesome*» (It's awesome).
- «*Jestem w czarnej dupie* tak się boję» (I'm in deep shit, I'm so scared).
- «*Jest do dupy* – tak mi smutno» (It sucks, I'm so sad).
- «*Masakra* – ale szczęście» (Hell yeah, we're in luck).
- «*Jestem taka szczęśliwa* – *jest mega, jest czadowo*» (I'm so happy, it's hellacious, it's jamming).
- «*Jest cool*» (It's cool).

- «Tęsknię bardzo – *miss you*» (I miss you loads).
- «Podlewałam rzęsy ze wzruszenia» (I was so moved that I cried my heart out).
- «*Ja pierdołę*, ale się stresuję tym wystąpieniem» (Fucking shit, this speech stresses me out so bad).
- «*Żal mu dupę ściska*» (The asshole feels sorry now).
- «*Jest mi przykro w chuj*» (I'm fucking miserable).
- «*I miss you*» (I miss you).
- «*Usychałam z tęsknoty*, kiedy mój mąż pracował za granicą» (I pined for my husband when he was working abroad).
- «Ups, *ale lipa*» (Oops, tough luck!).
- «*Postąpiłeś nie fair. Spadaj!*» (That wasn't fair. Get lost).
- «*Jest nędznie ze smutku*» (It's a sorry, sad situation).
- «*Jestem w kropce ze strachu*» (I'm so scared and I don't see a way out).
- «*Straciłam panowanie nad sobą* i uderzyłam go w twarz» (I blew a fuse and slapped him in the face).
- «*Podskakiwałam z radości*, kiedy udało mi się po raz pierwszy upiec sernik» (I was jumping for joy when I managed to bake a cheesecake for the first time).
- «*Byłam wściekła jak diabli* ze złości» (I was up in arms, I was soooooo mad).
- «*Kamień spadł mi z serca*, kiedy dowiedziałam się, że jestem zdrowa» (It was a weight off my mind when I found out that I was healthy).
- «*Oblał mnie zimny pot*, kiedy uświadomiłam sobie, że zostawiłam w domu włączone żelazko» (I was in a cold sweat when I realized that I had left the iron on).
- «*Uśmiechałam się od ucha do ucha*, patrząc na bawiące się kocięta» (I was smiling from ear to ear looking at the cats play).
- «*Walnęłam banana*, kiedy zobaczyłam moje nazwisko na liście osób przyjętych na studia» (Seeing my name on the list of those who got accepted into the university program put a big smile on my face).
- «*Ja pierdołę! Balam się jak jasny gwint*, kiedy wracałam sama po północy do domu» (Darn it! I was scared like hell when I was walking back home alone after midnight).

### Conclusions

The respondents are young people – students, not teenagers, so they had already experienced their first adolescent rebellion. What can be said about their language? What language repertoire do they use to name and express their feelings?

Firstly:

While talking about the feelings students use the language typical of the youth subculture:

- slang expressions, e.g.:
  - «*Strzeliłam buraka*» (blush when embarrassed), «*ciulowo się czułam*» (feel like crap), «*chujnia z grzybnią*» (dang it, when feeling sad), «*zabijam gadką*» (killing with biting comments), «*spaliłam buraka*» (go totally red when embarrassed),
  - «*walnęłam banana*» (put a big smile on one's face), «*walcie się wszyscy*» (you can all go and fuck yourselves).
- borrowings from English, e.g.:
  - «*Jestem free*» (I'm free), jest «*cool*» (it's cool), «*I miss you*», jest «*awesome*» (it's awesome).
- abbreviated expressions, e.g.:
  - «*Pelen szacun*» (kudoz), «*supernowo*» (fantabulous), jest «*zajefajnie*» (it's fuckantastic), jest «*czadowo*» (it's jamming), jest «*mega*» (it's hellacious), «*zajebicie*» (it's groovy).
- expressions that point to the fact that the language of the young people is constantly changing and it employs phrases used in television advertisements, e.g.: «*Brawo Ty*» (Way to go).
- explicit or informal language, often vulgarisms, especially when expressing negative feelings in an aggressive way, e.g.:
  - «*Wścieknę się z wkurwienia*» (I'm so fucking furious I will go mad), «*niech to szlak*» (dammit), «*zaraz mnie trafi*» (I'm about to freaking explode), «*no, kurwa*» (fucking shit), «*ja pierdołę*» (holy

shit), «jebnę się zaraz» (crap), «jest do dupy» (it sucks), «szlak mnie trafił» (they made me shit a brick).

- diminutive forms of slang expressions, e.g.: «Spoczko» (chill out), «luzik» (cool).

Secondly:

Young people use the vocabulary typical of general and literary Polish language abounding in figurative expressions and phrases, e.g.:

«Nagle odcięło mi mowę» (I choked on my own words), «poczułam pustkę w głowie» (my mind went blank), «miałam sucho w gardle» (my throat went dry), «usycham z tęsknoty» (I pine for), «kamień spadł mi z serca» (it was a weight off my mind), «czapki z głów» (hats off), «nagle zabrakło mi słów» (I went speechless), «jestem w kropce» (I don't see a way out), «nogi zrobiły się jak z waty» (my legs started shaking), «łzy leciały mi ciurkiem» (I cried like a baby), «stałam jak wryta» (I was dumbstruck).

Thirdly:

The young generation is modifying the Polish language:

- they are introducing new expressions and phrases loaded with their own individuality, e.g.:

«jestem w czarnej dupie» (I'm in deep shit), «podlewałam rzęsy» (I cried my heart out), «no, chyba zejdę» (I'm scared out of my wits), «gól skakał mi z wściekłości» (it really ticked me off), «żal mu dupę ściska» (the asshole feels sorry now), «kopara mi opadła» (my jaw dropped), «dotelepało mnie ze złości» (I freaked out).

- they are changing the original meaning of the words, e.g. «masakra» (hell yeah, we're in luck).

The following list includes the majority of expressions, phrases and words found in the respondents' answers and used to describe and name internal feelings.

ADMIRATION: for example I'm speechless, kudoz, you've earned my respect, I pay tribute to, wow..., oh..., not bad, things have gotten crazy, it's cool, awesome, holy shit!, it's an eye-opener, it's jaw-dropping, it makes my eyes bug out, holy mother of god – that's fine and dandy, I'm shocked, nice, amazing, it's a great thing, groovy, I'm dumbstruck, it blew my mind, oh fuck, way to go, hats off.

JOY: for example it put the wind in my sails, I was jumping for joy, I was smiling from ear to ear, I was glowing, I had a bright smile on my face, that's wicked – I felt like I could fly, I feel free, my soul is smiling, I'm cool, I'm good, hurray – it's wonderful, cool – I'm happy, I love you all, I smiled, I blushed, I laughed out loud, I danced around for joy, I'm light as a feather, I feel happy, I'm on cloud nine, I feel light, that's smashing, I could be jumping for joy, it put a big smile on my face, I was crazily happy, gee-whiz – I'm fucking amazing, I was happy as a flea in a doghouse, I had stars in my eyes, that's sensational, it's hellacious, how groovy, fantabulous, fuckantastic, awesome.

DESPAIR: for example I hit rock bottom, I'm doomed, I broke down, this is the end of the world, I can't stand it, my world came crashing down, nothing makes sense, mourning, crap, I'm in the pits, jesus fucking christ, it's the end of everything.

SADNESS: for example I was trying to hold back my tears, the tears were running down my cheeks, I felt that I was tearing up, I couldn't stop the tears, my soul was aching, I'm totally sad, I couldn't do anything but blubber, dang it, it sucks, it's a sorry situation.

FEAR: for example eyes wide with fear, the fear made me tongue-tied, my heart was pounding like crazy, I was in a cold sweat, I was scared out of my wits, I had a heart in my mouth, my face was full of fear, my teeth were chattering from fear, it made my blood run cold, I got the jitters, I was quaking in my boots, I thought I would shit my pants in fear, I was scared stiff, jesus fucking christ, my heart is beating so fast, it is hair-raising, I'm getting the hell out of here, I have a stomach ache, it scares the living daylights out of me, a room with no doors, I'm at my wit's end, oh my god, I'm scared shitless, I'm getting heart palpitations, I'm in deep shit, I don't see a way out.

STRESS: for example my legs started shaking, I went weak at the knees, I was in a cold sweat, my face went hot, I was tongue-tied, I couldn't utter a single word, I couldn't swallow anything, I'm tearing my hair out, it knocked me down, I had a lump in my throat, it's too overwhelming, I'm going to kick the bucket any minute now, I can't even move, I didn't even know what I was saying, I feel like crap.



**HAPPINESS:** for example it rocks my world, I'm on cloud nine, the world has stopped for a moment, it's worth living and worth dying for, I'm happy as a clam, I love you all for who you are, I'm glowing, I believe I can fly, hell yeah – we're in luck, I hope this never ends, all-encompassing serenity, inner peace, I'm over the moon, the sky's the limit, I'm looking at the world through rose-colored glasses, it's swell, it's hellacious, it's jamming.

**LONGING:** for example I pined for you, I'm lost when you're not here, I'm pacing up and down, I'm crying my heart out, I want things to be like they were before, miss you, I miss you.

**JITTERS:** for example I had a lump in my throat, I had a heart in my mouth, I went speechless, I was tongue-tied, my mind went blank, my throat went dry, something was choking me, I had a stomach ache, I was dumbstruck, I was shaking all over, I feel like fainting, my palms are sweaty, no fucking way – I'm not going there, I couldn't move from the chair, shit, I couldn't stop fidgeting, I'm gonna faint.

**RELIEF:** it was a weight off my mind, it all just went away, oh... it's all over now, it's OK now, it's all good now, what a relief, some peace at last, whew... it's all better now, I can thrive again, chill out, cool.

**EMBARRASSMENT:** for example I wanted the earth to open and swallow me, I was so embarrassed that I wanted to curl up and die, I felt sick and I wanted to run away and never be found, I went completely red, I can't imagine living right now, my face went hot, I was overwhelmed, I'm gonna die out of shame, I blushed, tough luck.

**AFFECTION:** for example I was so moved that I couldn't utter a word, it touched my heart, I was speechless, I started crying, I was shaking with emotion, I'm so gonna cry now, I'm tearing up, I cried like a baby, I cried my heart out.

**ANGER:** for example I was foaming at the mouth, I freaked out, it really ticked me off, I got all steamed up, I flew off the handle, I was looking daggers at everyone, I went ballistic, they made me shit a brick, I lost it, I'm furious, dammit, I'm so mad I'm about to go nuts, it makes my hackles rise, I wanna hide, I'm not gonna say a single word, I'm so fucking angry, I say bad words, like “fucking shit», I throw things that are within my reach, I shout, I swear and I can bear everything, I've had enough, I'm fucking furious, things can't be any worse, I don't give a shit, fuck off, I wanted to punch somebody, I wanted to kill somebody just by looking at them, I could kill with my biting comments, you can all go and fuck yourselves, Jesus fucking Christ, I'm about to freaking explode, darn it, I'm so fucking furious I will go mad, I'm fit to be tied.

**SORROW:** for example I was beside myself with grief, I wept loudly, I felt so downhearted, I was trying to hold back my tears, I was so distraught that I couldn't focus, what happened happened, it hurts but life goes on, my head was spinning, I wanted to take the load off everybody's shoulders, I'm down in the dumps, I'm fucking miserable, that wasn't fair – get lost.

### **Summary**

What could be said about all the vocabulary presented here, what is it indicative of?

Firstly:

While expressing their feelings the young generation competently uses the linguistic resources of the Polish language, at the same time being open to the modern world and all the novelties. The examples provided include many poetic and literary expressions that are accompanied by the vocabulary typical of the way young people perceive and experience reality.

Secondly:

Young people are creating their own language, they are spontaneous, creative and violate accepted standards.

Thirdly:

A very frequent use of vulgarisms raises controversies, hence the task for the researchers and linguists to describe and analyze the emerging tendencies and phenomena in the language of the young generation because it is live and it is being created every single day and continuously anew. It is the language of a continuous change.

Fourthly:

The language of the young generation is characterized by humor and expressiveness.

The tendencies governing the development of the contemporary Polish language, language trends, the prevalence of certain types of communication reflect the changes occurring within the culture. Whether they are accepted or rejected as regards the linguistic behavior of the young generation can be a sign of deliberately adopted attitudes. The style of communication, especially in relation to the language of young people, construes their personality. At the same time it expresses the identity dilemmas as well as the choices and decisions made as regards being a part of a given social group and the degree to which a person identifies themselves with that group. Yet, specific messages have their own distinct functions and each one of them would have to be analyzed separately.

The knowledge acquired from the analysis of the youth's language allows us to better understand the way the new generation perceives and experiences the world, since it is through that distinct, sometimes incomprehensible or even explicit, language that the young people construe their own image.

The youth's language making use of borrowings, mass culture, mass media, being under time pressure does not adhere to the norms and rules governing the Polish language. The "love» for immediacy, for the "now» and "in an instant» causes the young people to lose control over the way in which they express themselves. That is why they need examples, reference points in order to have a repertoire to choose from when the reflection comes. In the light of this it is the role of the teachers, public figures and the so-called celebrities to use the correct language forms, to avoid aggressive types of discussion, vulgarisms as well as offensive and humiliating expressions. It would certainly be beneficial to everybody.

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