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**ЛЕКСИЧЕСКИЕ И ГРАММАТИЧЕСКИЕ МАРКЕРЫ НЕКООПЕРАТИВНОЙ
И КОНФРОНТАЦИОННОЙ ИНТЕРНЕТ-КОММУНИКАЦИИ В АНГЛИЙСКОМ
И КИТАЙСКОМ ЯЗЫКАХ**

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**LEXICAL AND GRAMMATICAL MARKERS OF NON-COOPERATIVE
AND CONFRONTATIONAL INTERNET COMMUNICATION IN ENGLISH AND CHINESE**

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В статье рассматриваются лексические и грамматические маркеры некооперативной и конфронтационной интернет-коммуникации в английском и китайском языках. Дается анализ срав-

нительный анализ лексических и грамматических маркеров некооперативной и конфликтной интернет-коммуникации в двух лингвокультурах.

Ключевые слова: коммуникация, конфликт, лексика, грамматика, английский язык, китайский язык.

The article observes lexical and grammatical markers of non-cooperative and confrontational Internet communication in English and Chinese. A comparative analysis of lexical and grammatical markers of non-cooperative and conflictual Internet communication in two linguacultures is provided.

Keywords: communication, conflict, vocabulary, grammar, English, Chinese.

As the result of the processes of globalization that have engulfed the entire world, intercultural interaction is significantly intensifying. The very process of intercultural communication initially contains a potential for conflict. This is primarily due to the fact that communication partners react differently to each other's cultural characteristics and manifestations, and encounter various ethnocultural interests and differences. The range of reasons for the emergence of intercultural conflicts is extremely wide: the basis of a conflict between representatives of different countries may be not only insufficient knowledge of the language and the associated simple misunderstanding of the communication partner, but also deeper reasons, not clearly understood by the participants themselves. Thus, an intercultural conflict is a situation in which a clash arises between different cultural groups on the basis of their ideological, religious, ethical or other views, on the basis of certain cultural circumstances. Sometimes they can flare up between different ethnic groups, or they can arise within one culture, for example, between groups representing different subcultures or defending opposing views on certain new phenomena in culture [1].

There are different reasons for conflicts in online communication: personal characteristics of communicants, social relationships, etc. But understanding the distinctive characteristics of another culture can help avoid conflict or change your behavior in a certain situation.

Language is a constantly evolving structure that always reacts to all changes in human life. One of the elements that influences the language structure is the Internet, since communication in the online environment occurs using specific vocabulary: neologisms, borrowings, abbreviations, slang, emoji and emoticons, etc., so the purpose of the article is to analyze the use of lexical and grammatical markers of non-cooperative communication in the internet-comments in two linguacultures: English and Chinese.

In English, the lexical markers of non-cooperative and confrontational Internet communication can be the use of words with broad semantics. In English, and especially American communication, these units can replace almost any concept, animate or inanimate object, as well as an entire situation. The use of this substitute can have a neutral coloring, or it can serve as a signal of a dismissive attitude towards the speech partner within the framework of the confrontational communication strategy. In terms of grammar, inversion is used as an effective way of expressing emotionality within the framework of both confrontational and cooperative communication strategies.

Obscene and invective vocabulary occupy a special place in the verbal behavior of communicants in situations of conflict communication. Obscene vocabulary performs an expressive function; it allows one to express the communicant's negative emotions and feelings (to toss a bomb into this place). Invective vocabulary is used to implement the illocutionary goal of the statement – to insult and humiliate the addressee. Grammatical markers of non-cooperative and confrontational Internet communication in English may include: 1) the speaker's non-agency, expressed through the passive voice or reflexive verbs; 2) short or monosyllabic sentences with no emotional charge, which is expressed in writing by the absence of punctuation; 3) the constructions *I think, I guess, I suppose*, etc. [85].

Grammatical markers of non-cooperative and confrontational Internet communication also include the use of constructions with modal verbs *can* in the meaning of "improbability", *must (+ not)* in the meaning of "prohibition". Interrogative-negative forms (*don't you think*) reflect the emotional tension of the communicants. Forms of the imperative mood (*Go away! Tell me!*) explicate the negative emotions of the communicant, his desire to openly enter into conflict. Various types of repetitions (grammatical, lexical, pick-up) mark disagreement and indignation of the communicant. Destructive intentions of the communicant are reflected by emphatic constructions and repeated questions [2].

In a situation of conscious choice of linguistic conflict-generating means, the communicant expresses a negative attitude or negative emotions to the speech partner, and also ignores the principle of dialogic

communication, implementing communicative strategies of manipulation or speech aggression within the framework of a confrontational communicative strategy.

Non-cooperative and confrontational communication in the Internet space of Chinese culture is a rare occasion. There are several reasons for this: 1) state control of the Internet; 2) adherence to Confucian traditions. Non-cooperative communication often manifests itself in messengers, chats, blogs, forums and social networks. In Chinese culture, the principle of politeness plays an important role in speech communication.

Markers of non-cooperative and confrontational Internet communication at the syntactic level can be: deliberate duplication of exclamation and question marks, 2) the use of capital letters (Caps Lock), 3) highlighting certain words with the particle 把 *bǎ* (to switch from subject to object).

The main marker of non-cooperative Internet communication in Chinese is the use of obscene vocabulary. Often on the Internet, the Chinese use literary curses: 愚人 *yúrén* 'fool', 混蛋 *hùnzàng* 'trash, bastard', etc. Some curses are used only in big cities (e.g. Beijing, Shanghai) [3-4].

Thus, we can analyze and compare the language characteristics of English and Chinese:

Table – Lexical and grammatical markers of non-cooperative and conflictual Internet communication

	English	Chinese
Vocabulary	Neutral vocabulary (83%); when the conflict escalated, invective vocabulary, swear words, negative evaluative vocabulary, slang, jargon were used (17%).	Neutral vocabulary (89%). Obscene vocabulary, insults (11%) were found only in personal blogs.
Grammar	Grammar was greatly influenced by abbreviations: <i>u</i> instead of <i>you</i> , <i>btr</i> instead of <i>better</i> , etc. One can also note the lack of use of auxiliary verbs when constructing questions: <i>She loves him?</i> instead of <i>Does she love him?</i>	Using short sentences, changing the word order (Chinese has a fixed word order: subject - predicate - object). A large number of comments containing repetition of the verb in order to achieve an incentive action (看看 ' <i>kàn kàn</i> ' 'look', 去去 ' <i>qù qù</i> ' 'go', etc.)
Emotionality	Average level of emotionality, expressed in the use of capitalization (34%), multiple repetitions of exclamation and question marks (37%), use of interjections (e.g. <i>wow</i>) (9%), and emotionally charged vocabulary (20%).	Medium level of emotionality. Emojis (54%), multiple exclamation marks (7%), borrowed abbreviations WOW, OMG, etc. (23%), and emotionally charged vocabulary (16%) were mainly used to express emotions.

The table shows that both English and Chinese are based on neutral vocabulary. However, the percentage of obscene and invective vocabulary in English is higher than in Chinese. This indicates that Chinese communication is based on the principles of politeness and deeply rooted Confucian norms.

Thus, when considering a conflict from the point of view of intercultural communication, it is necessary to study this destructive phenomenon from a linguistic point of view, which is impossible without referring to other branches of knowledge. In the process of interaction between representatives of two different linguacultures, a special role is given to extralinguistic factors. Possession of conflictological competence can become one of the ways to reduce (eliminate) conflict communicative behavior.

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