

- Normative scale: the subcultures differ by the extent to which they accept or reject common social norms of behavior:

hyper-conventional

loyal to general social norms

nonconformist groups.

- Call of openness: (1) closed groups, (2) semi-closed groups, (3) open groups.

There are also the scales of subculture origin: the mechanism of subculture creation. There are some types of youth subcultures according to their internal logical of development:

stable subcultures

developing subcultures

counter cultures.

Youth subcultures have great effect on products of mainstream culture. There are many important and evident changes in youth subcultures over the last twenty years, which cause great changes in society too. This phenomenon is still a subject of searching for many scientists. As a separate entity within a mainstream culture, subculture has a tendency of intensifying its understandings, but, on the other hand, subculture may deviate from them and develop its meanings, rules and values.

Literature

1. Відповіді на 100 запитань. Видання Міністерства закордонних справ та справ Співдружності. - Київ, 2001. - С. 60-61.
2. Мясоєдова С.В. 266 английских тем. МОСТ. - Торнадо, 2000. - С. 252-253.
3. Clark Stephan. The Evolution of Language: Truth and Lies //Philosophy. - 2000. - Vol.75. - P.401-421.

A. Pavelyeva

(Poltava, V. G. Korolenko Pedagogical University of Poltava)

STUDENT'S SLANG AND TEACHER'S STRATEGIES

The problem of slang is very common nowadays, because there are very few who are entirely free from its use. It varies greatly in its degrees of coarseness or refinement, and adapts itself to all classes and conditions. Many know no other language, and we are unwillingly compelled to admit that while their speech is often ungrammatical and unrhetorical, it is generally clear, concise, and forcible.

Language, unlike some things such as basic mathematics for example, is not set in stone. It is ever evolving and changing. It is totally dynamic, but in the most subtle ways so that people who use a certain language change with it without even noticing the changes. Take for example, the word "bad." There was a time when bad simply meant bad, then it slowly transformed into actually meaning good, and then it circled back to meaning bad once again. And somehow, people just knew how to use the word in its proper context, whatever it happened to be at the time.

Slang is virtually everywhere people reside, and is forever changing. This includes words that we use and understand on a daily basis. How much slang do we use? How does the slang brought forth by young students differ from teachers'? It is just an evolution of popular words that only those popular children create and understand?

What is slang? It is an informal language consisting of words and expressions that are not considered appropriate for formal occasions, often vituperative and vulgar; a characteristic language of a particular group; it generally implies playful, informal speech.

Slang is virtually everywhere people reside, and is forever changing. This includes words that we use and understand on a daily basis. How much slang do you use? How does the slang brought forth by your students differ from yours? It is just an evolution of popular words that only those popular children create and understand?

S - ...Speech that is outside standard usage and consists of both coined words and phrases and of new meaning given to established terms [Webster's New World Dictionary, 1995].

L - Language that is derived through eras, decades, generations, demographic areas, and homogenous groups.

A - Affiliation with an associated group. Usually negatively associated with the 'skid,' 'rapper,' and 'gang' connotation. Other groups such as the military, computer technicians, doctors and nurses, lawyers, and musicians, are known to have their own jargon (subtly different from slang).

N - Necessary communication tool? Truth be told, it is used as a simplified and convenient communication for homogenous categories and groups. This method of communication maintains private correspondence between like groups and disallows easy access from outside influences.

G - Genre of language that has evolved from "Formal English" and may supplement formal prose in one instance, and contradict formal prose in the next.

Slang is usually the secret argot (language) of a certain group and is used so that outsiders cannot understand it. There is jail slang, the jargon of thieves, the slang of certain occupations, groups and organizations, the

dialects of local communities (towns, villages, neighbourhoods), etc. In time, most slang expressions disappear, but some of them enter the general language. School pupils have long had their own special slang which changes from generation to generation. But it also includes some long-lasting terms such as 'cool' which has been around for nearly half a century.

In classical literature "slang" denotes the greaves with which the legs of convicts are fettered, and "slang" as the language of convicts.

Linguistically, it can be usefully seen as a sub-dialect.

It is hardly used at all in writing - except for stylistic effect.

Today's slang can be tomorrow's Standard English.

Students use slang to denote drunkenness; sexual organs and activities (human sexuality); recreational drugs (slang terms for drugs change quickly, and they vary from one part of the country to another); elimination and body wastes; nowadays slang is often used in screenplays; in lyrics: "Love the way I push my slang" [Hey Papi]; in movie/TV titles: "Symphony in Slang" (1951).

Students speak slang, because they want: to be different, startling, or original; to display one's membership of a group or club; to be secretive or to exclude others; to enrich the stock of language; to establish a friendly rapport with others; to be irreverent or humorous.

Slang can be developed by:

- Changing the lexical class of words, such as using an adjective in place of an adverb.
- Lexical procedures.
- Semantics.
- Metaphor: using imagery to designate a thing.
- Metonymy (including synecdoche): designation of a thing by one of its components.
- Polysemy and synonymy: Play on the multiple senses of words.
- Formal.
- Lexical composition.
- Derivation or resuffixation of existing words with popular suffixes (-ist, -ism, -ic, etc.).
- Apocope: truncation of one or several ending syllables of a word.
- Apheresis: truncation of one or several initial syllables of a word.
- Doubling of a syllable, possibly before truncation.
- Reversal: simply reversing the letters in a word.

But what about Teachers and Slang? The concept of popularity, fad, and fashion is always an interesting one. In terms of slang, it can be understood that "Slang has always been the province of the young. Words

come in and out of favor in direct proportion to the speed with which they travel through the age ranks. Once college kids know that high school kids are using a term, it becomes passe. And seniors don't want to sound like freshman and so forth. Once a word finds its way to mainstream media or worse, is spoken by parents, no young person with any self-respect would use it" [Rich, 2003].

This is not to say, however, that as teachers they are at a complete loss at attempting to communicate with their students. They just have to be resourceful, flexible, and creative at finding ways to do so. Communication with students runs in two directions. First, how do they reach them through their communication style? Second, how do they get across the curriculum that they need their students to learn and synthesize?

Teacher's Strategies are as follows:

1) *Take time to educate yourself on the expected climate and culture of your school and students.* By becoming aware of the groups that will inhabit your classroom, you can then educate yourself on the forms of slang that will be most likely spoken in your classroom.

2) *Make yourself aware of some specific terminology that will be most likely used in your classroom.* By being able to identify the slang word and the meaning of that word, you will have one up on your students, appear on top of things in terms of classroom management, and be able to identify those slang words that are inappropriate and therefore be able to discipline and manage the class appropriately.

3) *Explain to students at the beginning of the year, and keep consistent throughout the year, clear expectations on the use of slang.* At which time are slang words appropriate to be spoken or written? Are there any particular words that are inappropriate under any and all circumstances?

4) *Do not tolerate inappropriate slang in the classroom environment.* Tell the students to replace their vocabulary with more appropriate words and help them choose those appropriate words were applicable. As a back up, have a consequence list of punishments in place for those students who are not willing to "filter" their language.

5) *Briefly discuss the history of slang where applicable.* You may at this point be able to tie this into a discussion about formal English and how slang is an evolved, more relaxed version of that language. You may also discuss slang as a genre of the English language, as an art form, and as an opportunity for groups to bond. Continue to relay slang to other genres of English such as Shakespeare, other languages such as Latin or Greek,

and other subjects such as science where it is important to use scientific terminology for identifying equipment, anatomy, and classification.

6) *Provide opportunities within the class to be creative and allow the use of slang as a creative/communicable tool.* As examples, have the student conduct research on the civil war in a social studies class, or on rock-and-roll in a music class. From this research have the student write about, or present a narrative as, a person living in those times using the appropriate language, including the popular words and phrases spoken during those eras.

Another question is: why do students speak slang?

If you don't know, then obviously you lack the quality that makes slang popular: It's cool!

This is a good question though and one we are currently exploring empirically in a study that examines speakers' reasons for slanging. The preliminary data indicate that students do slang because it's cool.

Slang is cool in several different ways. Firstly, it's cool in the sense of being hip and in style. When we speak, we are communicating not only a message about the content of what we are saying but also a message about who we believe we are, our identity. Using slang artfully is a kind of performance and shows that the speaker is in tune with the times. Slanging says: I'm a cool dude!

Secondly, slang is cool in the sense of being acceptable. Students don't slang all of the time. Rather, the use of slang is reserved for circumstances and communication partners that accept the use of slang. Students almost always deny that they use slang intentionally, but they do intentionally slang in the sense that they assess the circumstances and people involved in the communication and choose to use slang or not to do so. Typically, slang is used in informal environments and avoided in formal settings (like work or the classroom). This is because use of slang in such circumstances could result in the speaker being evaluated negatively and the desire to avoid negative evaluation is high among college slang speakers.

College slang speakers also consider their communication partners when choosing to use or avoid slang. Slang is usually not used to exclude people who don't understand it (as pig Latin is with small children). However, slang is most often spoken only among friends and close social peers. To use slang with mere acquaintances or strangers could result in disapproval and so is avoided. Rapping like a hep cat won't win you a lot of friends. Excessive use of slang by non-friends is almost always viewed unfavorably. Slang is also most effective when used among friends because it draws

upon common social and emotional experiences to give meaning to the terms, something beyond what a mere dictionary definition can provide. Slang terms can be efficient shorthand ways to express concepts. To say, "That party was da bomb" is more than merely saying it was a very good party. It shares the emotional experience that might otherwise take several sentences to explain. Not only does this make their communication more efficient, but also it reinforces their friendship. Using slang sends the unstated message that we are friends, a kind of relational identity.

Thirdly, slang is cool in the sense that it is fun. Slanging is creative and often humorous. Slanging can be a form of play. Slang may be entertaining and amusing to both the speaker and the listener.

So, teachers need to be aware of these changes because their students surely are. It is important for teachers and students to speak the same language. The most important thing that teacher should try to do in a classroom is to create a positive learning environment and by gaining genuine respect from the students. But there is no hope to gain their respect if you do not make it clear that you fully respect them. And you can't respect someone unless you try to understand what is important and relevant to them. *Therefore, it is of the utmost importance for teachers to speak the language of their students and to try to appeal to their interests.*

Literature

1. Відповіді на 100 запитань. Видання Міністерства закордонних справ та справ Співдружності. - Київ, 2001. - С. 60-61.
2. Мясоедова С.В. 266 английских тем. МОСТ. - Торнадо, 2000. - С. 252-253.
3. Clark S. The Evolution of Language: Truth and Lies //Philosophy. -2000. - Vol. 75. - P. 401-421.

О.М. Парфілова

(м. Харків, Харківський національний педагогічний університет ім. Г. Сковороди)

PARTICULARITÉS MORPHO-LEXICALES ET NÉOGRAPHIQUES DU LANGAGE SMS

A l'heure actuelle nous pouvons voir une tendance à la globalisation dans les aspects scientifiques, sociaux, culturels de son développement. Aujourd'hui le rôle d'Internet est très important. Internet est un nouveau moyen de la communication massive. Internet satisfait les besoins des