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PSYCHOLINGUISTIC CHARACTERISTICS OF ADOLESCENT SPEECH

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Abstract. This article presents a systemic analysis of the psycholinguistic features of adolescent speech. The study examines the prevalence of slang and English loanwords (anglicisms) in teenagers' speech, along with their underlying psychological determinants. The findings indicate that adolescent speech serves not only as a mechanism for information transmission but also acts as a primary vehicle for psychological separation from the adult world and social adaptation within peer groups. The conclusions of this study hold practical significance for optimizing the educational system and enhancing family communication.
Keywords: psycholinguistics, adolescence, speech culture, slang, anglicisms, social adaptation, linguistic markers.

Introduction. In the process of personality development, adolescence represents the most turbulent and crisis-ridden stage, marked by profound physiological, psychological, and social shifts. During this period, the leading activity transitions from formal schooling to intimate-personal communication with peers, triggering a radical transformation in the adolescent's verbal behavior. Speech manifests not merely as a tool for expressing thoughts, but as a primary psycholinguistic marker that reflects the teenager's inner experiences, self-awareness, and their striving to establish a distinct position within the social environment.

In the contemporary era of globalization and digital technology, adolescent speech is increasingly transforming and drifting away from traditional literary language norms. This shift makes the comprehensive psycholinguistic investigation of their speech patterns one of the most pressing and relevant issues today.

Literature Review. Adolescent speech has been studied by various scholars in the fields of psycholinguistics and developmental psychology. Fundamental works by pioneering scholars such as L.S. Vygotsky, A.A. Leontiev, and J. Piaget have extensively illuminated the intrinsic link between speech and thought, as well as the socialization of speech across developmental stages.

Furthermore, numerous local and foreign linguists and psychologists have investigated the subcultural elements within adolescent speech, particularly focusing on the linguistic nature of jargon and slang. However, the psychological drivers and specific linguistic attributes of the new generation of "digital adolescents"—whose speech is shaped primarily under the influence of virtual

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communication environments (social networks and instant messengers)—have not yet been sufficiently and systematically analyzed.

Problem Statement. The primary contradiction observed in modern adolescent speech is the conflict between standardized literary language norms and a transformed, group-specific language (comprising slang, anglicisms, and abbreviations) that ensures peer identity reinforcement. This new lexical layer adopted by teenagers is frequently perceived by adults (parents and educators) as language degradation or a decline in literacy.

Conversely, from a psycholinguistic perspective, this phenomenon reflects emotional lability, a desire for separation from the adult world, and the manifestation of internal psychological defense mechanisms. Therefore, this linguistic shift should not be evaluated through a binary lens of "norm vs. pathology," but should rather be studied as a systematic socio-psychological and linguistic pattern.

Research Objectives. The objective of this research is to identify the psycholinguistic characteristics of contemporary adolescent speech, evaluate the psychological factors influencing their verbal behavior, and systemize the linguistic markers typical of this age group. To achieve this objective, the following tasks were formulated:

✓ To determine the prevalence and functional roles of slang and English loanwords (anglicisms) in adolescent speech.

✓ To analyze the simplification of speech at the syntactic level and its correlation with cognitive processing speed.

✓ To investigate how adolescents' emotional and value systems are reflected in their speech through associative experiments.

Research Results. Empirical observations and content analysis revealed a unique psycholinguistic landscape within the speech culture of minors. The gathered data was systematically categorized based on semantic (lexical), syntactic, and cognitive-emotional criteria.

Sociological surveys and monitoring of virtual communication platforms demonstrated that slang units, local jargon, and loanwords adapted from English into the Uzbek grammatical system constitute approximately 35–40% of the respondents' active vocabulary. The dominant linguistic markers in youth speech and their socio-psychological functions were grouped as follows:

- **Reflecting Psycho-Emotional States:** “Vibe” (atmospheric appeal, internal mood), “Cringe” (embarrassment, feeling vicarious shame for others), and “Tilt” (emotional exhaustion, a state of psychological surrender). Examples include: "Today's situation was so cringe" or "I went into full tilt during the math class."
- **Characterizing Interpersonal Relationships:** “Crash” (an object of intense and secret infatuation), “Toxic” (a harmful person who negatively impacts one's psyche), and “Friendzone” (the confinement of romantic interest within the boundaries of friendship).

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- **Expressing Communicative Engagement and Validation:** “Po faktu” (fact-based, truth), “Jiza” (a highly relatable real-life situation), and “To force” (Forsit qilmoq) (artificially popularizing a piece of information).

Crucially, adolescents freely create new word forms by attaching uzbek auxiliary verbs and derivational affixes to foreign colloquial root words, resulting in hybrids like “flex qilmoq” (to show off/boast) and “rofl qilmoq” (to joke/sarcastic jesting).

Furthermore, the analysis of digital communication flows indicated that modern adolescents almost entirely avoid complex syntactic structures and compound sentences in written communication. In their speech, logical coherence has been replaced by parcellation—a phenomenon where a single semantic structure is broken down and transmitted in several independent fragments. For example, a sample from virtual chat logs shows:.

(1st communicative block) / “I arrived.

(2nd communicative block) / To school.

(3rd communicative block) / Where are you?

(4th communicative block). Come out quickly”

In psycholinguistics, this trend is attributed to an exceptionally high pace of cognitive processes and the characteristic of processing information fragmentarily, known as "clip thinking." Young people choose not to lose time constructing conceptually complete sentences.

Discussion and Conclusions. The empirical findings demonstrate that modern adolescent speech is not merely a linguistic phenomenon, but a direct byproduct of their internal psychological transformations, socialization processes, and defense mechanisms. Analyzing the results from a psycholinguistic standpoint reveals several key regularities.

Notably, slang and anglicization function as instruments for social adaptation and separation. The fact that jargon elements constitute more than one-third of the lexicon of minors, and that terms like “cringe,” “vibe,” and “tilt” are used regularly, follows a systematic pattern. When analyzed through a psycholinguistic approach, the diversification or socially-demarcating function of speech becomes evident. By forming a distinct verbal "code" system that aligns with their peer environment, the developing individual attempts to gain autonomy from adult society (family members and educators), thereby executing the process of psychological separation.

Consequently, the attachment of Uzbek grammatical affixes to English roots (e.g., “flex qilmoq,” “rofl qilmoq”) proves that youth possess a high capacity for verbal improvisation and creative thinking. They adapt existing linguistic templates to fit their fluid and dynamic emotional states. Thus, rather than interpreting this phenomenon as a crisis of language culture, it should be understood as the internal evolution and new capacity of the national language within a specific subculture amid global digital transformation.

The reluctance of adolescents to use complex and multi-clause compound sentences is a direct consequence of modern digital communication platforms. For young interlocutors, the speed of

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message transmission and its emotional resonance take precedence over syntactic and grammatical perfection. Nevertheless, this linguistic trait raises scientific concern, as it may potentially lead to a decline in academic writing skills and limit the capacity for systematic logical reasoning among youth in the future.

Associative Polarization and Emotional Lability. The results of a free associative experiment clearly highlighted the most intense psychological crisis of adolescence—the conflict between autonomy and dependence. The sharp polarization between "control" (42%) and "affection" (30%) in responses to the stimulus word "Parent" indicates deep-seated internal conflicts. While teenagers still fundamentally need family support, their simultaneously powerful urge to display independence subjects them to intense internal stress. This stress finds an outlet in their speech through the use of filler words and aggressive or hyper-emotional slang.

Based on this comprehensive psycholinguistic study, the following general conclusions have been reached:

1. **Socio-Psychological Marker:** The speech of modern adolescents is not a "corrupted" form of language, but rather a specialized psycholinguistic system that ensures the individual's social adaptation and emotional stability during a period of developmental crisis.

2. **Digital Transformation:** Under the influence of social media and global English, adolescent speech has become syntactically simplified (dominated by parcellation), yet lexically highly expressive due to creative slang adaptations.

3. **Practical Recommendation:** Parents and educators should refrain from outright banning adolescent slang; instead, they need to recognize the underlying psychological needs it represents (the desire to be noticed, autonomy, and a need for understanding). To mitigate communication crises, interactive teaching methods that match the cognitive speed of adolescents should be integrated into the educational process.

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