

DOI <https://doi.org/10.30525/978-9934-26-227-2-51>

**LEXICAL DERIVATION IN ADOLESCENTS' VOCABULARY
(BASED ON THE GERMAN LANGUAGE MATERIALS)**

**ЛЕКСИЧНА ДЕРИВАЦІЯ У ВОКАБУЛЯРІ ПІДЛІТКІВ
(НА МАТЕРІАЛІ НІМЕЦЬКОЇ МОВИ)**

Pozdniakov O. V.

*Candidate of Philological Sciences,
Associate Professor,
Associate Professor at the Department of
Foreign Languages and Country Studies
Vasyl Stefanyk Precarpathian
National University
Ivano-Frankivsk, Ukraine*

Поздняков О. В.

*кандидат філологічних наук,
доцент,
доцент кафедри іноземних мов
і країнознавства
Прикарпатський національний
університет імені Василя Стефаника
м. Івано-Франківськ, Україна*

Lexical derivation is considered to be a productive way to form new words in German language and its subsystems, one of which is adolescents' vocabulary.

The given research represents an analysis of German nouns, verbs and adjectives taken from specialized lexicographic sources [4; 5]. It has been found out that in the studied language subsystem, lexical derivation is mainly used to create verbs (*festen* – “*feiern*”) and adjectives (*blam* – “*schändlich*”). At the same time, formation of nouns by means of the aforementioned word-building model (*der Kurze* – “*kleiner Junge*”) is less productive.

In our research, lexical derivation means creating new words (which are called “derivates”) without use of any word-building morphemes [3, p. 119], such as suffixes or prefixes. Thus, the noun *die Wamse* in the meaning of “*Prügel*” is formed from the verb *wamsen* – “*verprügeln, jemandem die Jacke vollhauen*” by rejecting the grammatical morpheme *-en*. Absence of any other phonetic and morphological changes in this language unit, as well as a clear semantic connection with the motivation basis allows us to classify it as a result of lexical derivation.

Word formation by changing morphological root structure, which is determined to be unproductive in standard German [2, p. 61], is not typical for nominative processes in adolescents' vocabulary. Through this feature, the secondary status of the studied language subsystem is clearly seen.

The most productive transition of words from one part of speech to another is carried out by means of verbalizing nouns. Interconnection of

noun and verb in the formed lexical units serves as a way to maximize communication effectiveness using limited vocabulary resources [1, p. 87]. Transition of nouns to the category of verbs by adding the above-mentioned grammatical morpheme *-en* (*wassern* – “*urinieren; schwimmen; sich ertränken*”) is a relatively typical process in the vocabulary of German-speaking adolescents. In the research material, we have also found some words formed by means of verbalizing adjectives (*prallen* – “*sich langweilen*”).

Lexical derivation of past participle verb forms is a productive way to create adjectives. As a rule, such words are used to denote appearance or internal state (*zugesackert* – “*mit vielen Piercings*”; *betrieft* – “*durchnässt; betrunken*”). The wish to express a subjective, ironic assessment of the referred object is the main extralingual determinant for forming this part of vocabulary. In the studied German language subsystem, transition of nouns to the category of adjectives is productive. These lexical units are used to denote quality or state (*hacke* – “*betrunken*”), which is often exaggerated (*bombe* – “*toll, hervorragend*”). The given examples demonstrate adolescents’ propensity for emotionally charged communication (*korall* – “*super*”).

In the studied language subsystem, lexical derivation is often accompanied by semantic transformation of root morphemes, which is determined by adolescents’ need for lingual self-determination among representatives of other social and age groups. For example, in the word *beleuchtet* – “*klug, schlau, intelligent*”, transition from concrete to abstract emphasizes the evaluative component of its meaning. Metaphorization on the basis of the similarity of an internal feature is clearly seen on the example of the verb *tigern* – “*auf eine gute Chance lauern; sich fortbewegen*”.

Since there is a close semantic connection between a derivate and its motivation basis, the adolescents’ need for originality is realized through metaphorization of lexical units with connotative components of meaning. For example, the verb *grasen* – “*Haschisch rauchen*” is derived from the noun *Gras*. In the studied vocabulary, the aforementioned lexical unit is used to denote drugs. The verb *müllen* – “*quatschen, dummes Zeug daherreden*” is a result of verbalizing the noun *Müll* used by adolescents to denote something which is inferior or of low quality.

Thus, lexical derivation is not only one of the ways to enrich the adolescents’ vocabulary, but it is also actively used by representatives of this part of German-speaking community as a convenient tool to satisfy their needs for self-identification, emotionally charged communication, and language creativity.

References:

1. Сахарчук Л. И. Методологические проблемы словообразовательного анализа: семантика производного глагола в немецком языке. К. : Вища школа, 1987. 131 с.
2. Степанова М. Д. Словообразование современного немецкого языка [2-е изд., испр.] / под ред. Т. В. Строевой. М. : КомКнига, 2007. 376 с.
3. Ernst P. Germanistische Sprachwissenschaft. Wien : UTB, 2004. 302 S.
4. Langenscheidt 100 Prozent Jugendsprache. München: Langenscheidt, 2020.
5. PONS Wörterbuch der Jugendsprache 2017. Stuttgart : PONS, 2016. 144 S.

DOI <https://doi.org/10.30525/978-9934-26-227-2-52>

**INTERNAL VARIATION OF SPEECH LOUDNESS
IN INSTITUTIONAL DISCOURSE**

**ВНУТРІШНЯ ВАРІАТИВНІСТЬ ГУЧНОСТІ МОВЛЕННЯ
В ІНСТИТУЦІЙНОМУ ДИСКУРСІ**

Polieieva Yu. S.

*Candidate of Philological Sciences,
Associate Professor, Associate Professor
at the Department of Foreign Languages,
Taras Shevchenko National University
of Kyiv*

Полєєва Ю. С.

*кандидат філологічних наук,
доцент,
доцент кафедри іноземних мов
Київський національний університет
імені Тараса Шевченка*

Vasik Yu. A.

*Candidate of Philological Sciences,
Associate Professor, Associate Professor
at the Department of Foreign Languages,
Taras Shevchenko National University
of Kyiv
Kyiv, Ukraine*

Васік Ю. А.

*кандидат філологічних наук,
доцент,
доцент кафедри іноземних мов
Київський національний університет
імені Тараса Шевченка
м. Київ, Україна*

Institutional discourse is a specialized standardised type of communication between people who may not know each other, but must communicate in accordance with the norms of society. Institutional