

Ministry of Education and Science of Ukraine
Taras Shevchenko National University of Kyiv
Institute of Philology
Department of English Philology and Intercultural Communication

Master's thesis

«AGE-RELATED COMMUNICATION STRATEGIES»

Nataliia Kryzhanivska

2nd year student of
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Supervised by:

Olena Kaptiurova,
Ph.D.

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INTRODUCTION

Modern linguistic research is characterized by the interest of scientists in the communicative aspect of language, which is considered as a form of human life, a form of expression of personality and the organization of interpersonal communication in the process of joint human activity. As a result, the focus of research is shifting from the language system to the products of communication.

Studies of the language behavior of communication participants directly relate to the problem of communicative strategy as a basic constitutive characteristic of a certain type of discourse. The concept of communicative strategy is one of the central concepts in the analysis of any type of discourse, as strategy is the main component of the addressor's intentions and interpretation of the addressee, determining the interactive characteristics of the communicative situation in general.

The study of communicative strategies and tactics is a priority in the theory of speech acts, which are based on the goal that regulates the activities of interlocutors. Due to the purpose and motives of communication, communicators, regulating each other's behavior, carry out joint activities, such communicative interaction is strategic. It is the motive of expression that is decisive in the choice of all possible linguistic means, which give a particular expression a pronounced subjective character. For successful communication, the addressor and the addressee must cooperate and take appropriate action to understand the content of the message.

The relevance of our work is conditioned by the special interest of modern linguistics in the categories of "communicative strategy" and "communicative tactics" and their features, depending on age groups.

The purpose of the study is to analyze the means of implementing communication strategies and tactics as speech patterns of behavior of representatives of different age groups.

The main tasks are:

- to consider the concepts of "communicative strategy" and "communicative tactics" and the main prerequisites for their formation;
- to reveal the principles of classification of communication strategies;
- to highlight the features of communication of people of different age groups;
- to identify strategies and tactics in certain communicative topics of online interviews with adolescents

Methods of research used to solve the tasks:

- analysis and synthesis;
- descriptive method;
- linguistic and stylistic analysis;
- linguo-communicative analysis

The object of study is the implementation of communicative strategies and tactics as speech patterns of behavior.

The subject of the study is the peculiarities of the application of communication strategies and tactics of the people of different age groups.

The scientific novelty of the work lies in the attempt to systematize the theoretical and practical material on the categories of communicative strategy and tactics and their features, depending on age groups, as they capture the attention of both well-known researchers and graduates.

The practical significance of the research results is determined by the possibility of using them in the professional linguistic training of specialists according to the programs of educational institutions, in the preparation for seminars, in the writing of abstracts, term papers on linguistics. The results of the study can be used by specialists in various humanities - philologists, journalists, etc.

The structure of the master's thesis. This work consists of an introduction, three chapters, conclusion, and references.

1. STUDY OF THE CONCEPTS OF "COMMUNICATIVE STRATEGIES" AND "COMMUNICATIVE TACTICS" AND THEIR CLASSIFICATION IN MODERN LINGUISTICS

1.1 The concept of communication strategy

In the linguistic literature there is no clear definition of "communicative strategy". It is understood as a certain sequence of speech actions that are organized depending on the purpose of interaction; optimal realization of the speaker's intentions to achieve a specific goal of communication, control and selection of effective communication moves and their flexible modification in a particular situation [4, p. 77].

Up to date, the generally accepted typology of communication strategies has not been created, because due to the variety of communication situations there is a problem of choosing the optimal criteria for their stratification [27, p.240].

According to scientist O. Agarkova, the study of communication strategies is based on a number of principles. It is assumed that any language activity, including spontaneous domestic dialogue, is quite structured. This structure is manifested in the existence of certain moves and rules of their compatibility, which determine during the dialogue. In this case, it is not the specific lexical content of the lines that comes to the fore, but their functional orientation, due to the type of communicative situation and the structure of the dialogue [1, p. 20].

There are several definitions of communication strategy in modern linguistics. The most common and most frequently cited in linguistics is the definition of strategy proposed by S. Faerch and J. Casper, who define communicative strategy as a conscious plan to solve the problem, to achieve a certain communicative goal [40, p.28]

It should be noted that there are more generalized definitions of the concept of "communication strategy". For example, the essence of communicative strategy in the understanding of domestic and foreign researchers is successfully represented in the definition of A. Skovorodnikov: line of speech behavior, adopted on the basis of awareness of the communicative situation in general and aimed at achieving the ultimate communicative goal in the process of language communication" [28, 5].

However, as noted by other scholars, this definition does not reflect some features of the concept of communication strategy.

Thus, E. Tarone offers the following characteristics of communication strategy: the speaker aims to communicate information to the listener; the speaker believes that the listener does not have the necessary linguistic or sociolinguistic structure to convey the content of the message; the speaker plans to either abandon the attempt to convey information to the listener, or try to convey it by other means. As an example of communicative strategies, the scientist cites the following compensatory strategies in language interaction between native and non-native speakers: different types of paraphrases, borrowings, literal translation, asking for help, refusing or deviating from the topic for different forms of language ignorance, switching to native language (verbal strategies), facial expressions (nonverbal strategies) [45, p.54].

C. Roberts, adhering to the generally accepted definition, considers communicative strategies (types of paraphrases, appeals for help) in a slightly different aspect - as a way to form a communicative personality [44, p.34]. It should also be noted that the above strategies are called compensatory, because they relate to tactics, methods of compensating for communication errors.

According to one of the most common approaches to the interpretation of the concept of "communicative strategy", in linguistics this concept is defined as the realization of the intentions of the speaker, his global and local goals: profound change in a particular situation" [33, p. 122].

Researcher T. Ushakova notes that the communicative strategy is "a series of decisions of the speaker, communicative choices of certain language actions and language means; realization of a set of goals in the structure of communication" [33, p. 122].

In particular, M.L. Makarov, who adheres to a pragmatic approach to the study of this concept, suggests interpreting it as "the speaker's chain of decisions, his choice of certain communicative actions and linguistic means; implementation of a set of goals

in the structure of communication” [20, p. 137-138]. At the same time, the researcher points out the need for speech influence on the interlocutor, which will help transform the latter's behavior in the right direction. The communicator is forced to plan in detail the act of communication, relying on his goal and objectives, in order to ensure the success of his message and the implementation of his own goals. However, M.L. Makarov pays great attention to linguistic means, and not to the purpose of the communicative act, which forces us to bring this definition closer to communicative tactics, since these tools implement a specific speech strategy in a specific situation.

Researcher I. Borisova defines communicative strategy as "a type of behavior of one of the partners in a situation of dialogic communication, which is conditioned and correlated with the plan to achieve global and local communicative goals within a typical scenario of functional-semantic representation of interactive type" [7, p. 167]. This approach is conventionally referred to as intentional, because it is associated with awareness of the strategy in the perspective of the implementation of the intention of the addressee.

According to the scientist P. Zernetsky, if the intentional approach is mainly focused on the strategic program of the addressee, the plan of his speech actions, then another direction of consideration of communicative strategies is no less common in modern linguistics. It focuses on the effectiveness of this program (as targeted), its effectiveness for communication. It can be described as an activity approach, which is based on the category of effectiveness, or efficiency, which defines the communication strategy as part of a heuristic intentional program of planning discourse, its implementation and management to achieve cooperative results, efficiency; "Effective ways to achieve communicative goals" [12, p.87].

J. Gumperz, highlighting the activity approach aimed at the success of the addressee's program in relation to the addressee, points to the close connection with the cognitive aspect of the importance of communication strategy, because the effectiveness of communication to some extent affects the influence of one

communicator on the other. According to the cognitive approach, communicative strategy can act as a means of influencing the sphere of the interlocutor's worldview through language: it is a kind of "pressure" on the addressee to change his model of the world, to transform his conceptual consciousness [42, p.305].

The most meaningful approach to defining communication strategy was proposed by scientist I. Yushkovets, which combines all three approaches: characteristics of the participants of the communicative process, which is due to the communicative experience, which involves compliance with laws and regulations in the relevant field of communication and specifically modeled communication situation" [37, p. 5].

According to researchers O. Sheigal and Y. Ivanova, the most important features of communicative strategy are purposefulness, systematization and interactivity. The purposefulness of the strategy is manifested in the fact that it always pursues a clearly defined goal. Systematicity is defined by the multiplicity of interrelated actions aimed at achieving a goal. Interactivity follows from the already mentioned discursive feature of communicative strategy - dynamism, because the strategy is not implemented, but created or adjusted, taking into account the feedback of the interlocutor [35, p. 62].

According to researcher L. Morska, one of the most important characteristics of strategy in modern linguistics is its awareness as a cognitive and, at the same time, pragmatic phenomenon. In particular, strategy is defined as a cognitive program of interaction, associated with operations on the knowledge of the addressee and aimed at changing his model of the world, the transformation of conceptual consciousness. The cognitive component of the strategy is ensured by the mutual orientation of communicators on common frame structures. During the study of strategy as a pragmatic phenomenon, the priority is to take into account the social role status of interactants, the purpose of communication, forecasting the potential reaction of the recipient [22, p. 69].

T.A. van Dijk describes a communicative strategy as “some general instruction for each specific situation of interpretation” [10, p. 274]. At the same time, by means of a particular strategy, both personal goals of the speaker and general social goals can be achieved [10, p. 274]. According to the linguist, the choice of a certain line of speech behavior is influenced by the specific intention of the communicator, which manifests itself in a given situation (cognitive-discursive approach).

According to O.S. Issers, who develops the approach of T.A. van Dijk, a communicative strategy should be understood as "a complex of speech actions aimed at achieving a communicative goal" [14, p. 54]. At the same time, the linguist connects this concept directly with the planning stage, when not only the strategy itself is determined, but also the tactics, means and techniques used are outlined in accordance with the general purpose of communication. This linguistic phenomenon, which determines the way to achieve the speaker's goal, involves "planning the process of verbal communication depending on the specific conditions of communication and the personalities of the communicators, as well as the implementation of the communication plan" [14, p. 54]. Here, the researcher, continuing the cognitive approach, draws a parallel between linguistics and military affairs, where a strategy is closely related to the calculations of military operations, however, in linguistics, O.S. Issers presents this as preparation for action involving social confrontation or cooperation.

Researcher E.V. Klyuev insists on the definition of this phenomenon as "a set of theoretical moves planned by the speaker in advance and realized in the course of the communicative act aimed at achieving the communicative goal" [17]. In this case, the development of a particular strategy depends on the specific intention of the communicator.

According to T. Pasternak, the communicative influence of the speaker can be manifested in communication through the implementation of appropriate communication strategies and tactics. The researcher gives the same definition of

communicative strategy as the researcher E. Klyuev: communicative strategy is a set of certain speech actions that are aimed at achieving a certain communicative goal [24, p.363]

Linguist V.S. Anokhina, considering the communication strategy, gives this phenomenon the most general definition of all presented: “the choice of a certain line of speech behavior in a particular situation in order to achieve the goal of communication” [2, p. 66].

Thus, today in linguistics there is a large number of definitions of a communicative strategy, which can be divided into several groups in accordance with the approach used (cognitive, pragmatic, psychological). However, it seems most appropriate to consider this phenomenon as a complex linguistic phenomenon that arose as a result of the interaction of the above approaches. In this study, we will understand by a communicative strategy the overall goal of the speaker within the framework of a specific act of communication, as well as a speech perspective. The communicative strategy determines the communicative behavior of the addressee and is implemented through a set of speech moves (tactics), represented by a complex of verbal and non-verbal means.

In this regard, in linguistics, there is also a clash of the terms communicative and speech strategy. Some linguists propose to consider them synonymous and not differentiate in any way, but the rest, following T.A. van Dijk, believe that the concept of communicative strategy is primary, more general, since it includes not only verbal, but also non-verbal techniques. So the researcher distinguishes the paralinguistic level, which includes gestures, facial expressions, kinesics, any physical contact of the interlocutors. At the same time, speech strategy implies a set of exclusively verbal techniques and means, expressed formally.

1.2 Classification of communication strategies

The existence of various views of this linguistic phenomenon determines, at the same time, a large number of approaches to the classification of its types. The most

common in modern linguistics is the division of communication strategies into confrontational and non-confrontational (cooperative) [41]. Strategies of the first type are focused primarily on creating and maintaining conflict situations. These strategies are aimed at ensuring that, acting actively and independently, the communicator achieves his own goals, not paying attention to the interests of the communication partner. Most often, this strategy is presented in three of its types: discredit, appeal and threat. At the same time, it is characterized by the presence of aggression, and manipulation is one of the main means of its implementation. At the same time, aggression presupposes a demonstration of an extremely negative attitude to the interlocutor as a response to the previous actions of the partner, while the second phenomenon implies the management of the interlocutor's behavior or opinion, the imposition of his own point of view on one or another issue. In general, confrontational strategies are used in situations where the speaker deliberately goes into conflict, which is initially provided for by the plan of the communication act.

Non-confrontational or cooperative strategies, in turn, imply the speaker's achievement of their own goal, provided that the balance of interests of both parties involved in communication is maintained. Such strategies are opposed to confrontational ones, since they are focused on finding a compromise and are characterized by the use of “softer” techniques and tactics. Here we should talk about the need to highlight such forms of implementation of these strategies as cooperation and appeal. In such acts of communication, dialogues with the expectation of a response from the initiator of the dialogue prevail, allowing to take into account the opinion of the interlocutor on a specific issue, which facilitates the entire process of interaction.

T. van Dijk and W. Kinch, based on the nature of the processes of generation and understanding of discourse, singled out:

-propositional strategies that involve the construction of sentences based on semantic interpretation, recognition of the meanings of words and syntactic structures;

-strategies of local coherence (connectivity), aimed at establishing links between the facts set out in the proposals, based on the linear ordering of sentences, explicit means of communication and knowledge that were obtained from previous proposals and stored in long-term memory;

-macro-strategies that allow to form the above-mentioned sequence of macro-proposals so that the addressee could guess about the general subject of the message having received only a minimum of information from the first proposals;

-schematic strategies related to the presence of traditional forms of organization of macro-proposals, which provide a generalized syntax of the meaning and macrostructure of the message text;

-productive strategies, which involve drawing up a plan of semantic macrostructure of the message based on elements of common knowledge of communicators and communicative context and selection of information presented in proposals at the local level, which can lead to changes in macrostructure and formulation of surface structures with different semantic, pragmatic and contextual data;

-stylistic strategies that allow to select and interpret language tools based on contextual information (formality of communication, types of communicators, etc.), ensuring stylistic coherence of speech, adherence to a certain register;

-rhetorical strategies that increase the effectiveness of verbal communication and promote understanding of discourse, drawing attention to important concepts, means of global and local communication, pragmatic aspects, etc.;

-non-verbal strategies needed to process non-verbal information (eg, gestures, facial expressions, posture); -conversational (conversational) strategies that implement the social and communicative functions of discursive units, speech acts or sentences, provide a variable role of the speaker depending primarily on the social characteristics of communicators, as well as nonverbal communication information and the specifics of the situational context [10].

T. Tolmachova proposes a methodological typology of communication strategies based on speech acts, grouped on the principle of similarity of communicative functions, namely - the exchange of information, evaluation or comments, expression of emotions, motivation and regulation of relations, support attention. Accordingly, there are the following communication strategies:

- informative, which are represented by a set of speech actions aimed at communicating or obtaining the necessary information and having a direct or covert influence on the verbal / nonverbal behavior of the interlocutor (communication of information, expression of consent/disagreement, request for information, expression of hidden will);

- evaluative-influential, consisting of speech actions aimed at exerting axiological influence on the interlocutor, verbal expression of assessment, thought, emotional state (the desire to create the necessary communicative atmosphere, appeal to the values, guidelines of the interlocutor, verbalization of evaluative judgments and accompanying emotions);

- emotional-influential, which include speech actions that express the emotional state of the speaker (approval, sympathy, joy) in order to change the psycho-emotional state of the interlocutor or encourage him to perform an action;

- regulatory-motivational, which consist in the behavior of one of the communicators in a particular communication situation, which corresponds to the plan to achieve global / local communication goals and are related to the speaker's intention to control the interlocutor's behavior, prompting him directly to action (advice, request, complaint, requirement, order, argumentation, etc.);

- conventional, which can be of two types: socio-conventional communicative strategy (establishing, developing, maintaining and breaking contact) and communicative strategy of organizing speech and maintaining attention (rules of etiquette, apology, gratitude, request for additional information, polite interruption, prevention of communication interruption, involvement of the interlocutor in the

communication process, evasion of discussion of unpleasant topics for the interlocutor, etc.) [32, p. 96].

O.S. Issers, depending on the degree of "globality" of intentions, identifies **general** speech strategies aimed at achieving more general social goals (establishing status, exercising power, etc.), and **specific**, characterizing a specific conversation with specific goals (making a request, consolation, etc.). Thus, the general strategy of discrediting (usually - a third person, less often - a listener) is implemented in specific strategies of accusation, insult, and ridicule. An exhaustive classification of specific strategies seems to be very difficult due to the diversity of the communicative situations themselves.

However, there is always an example of speech actions (and more than one) that can hardly be subsumed under any type of speech act or speech genre. Ultimately, the question of the taxonomy of communication strategies is determined by which language correlates are found to identify them.

The classification of general communication strategies depends on the chosen basis. From a functional point of view, the **main (semantic, cognitive)** and **auxiliary strategies** can be distinguished.

The main strategy at this stage of communicative interaction is the most significant from the point of view of the hierarchy of motives and goals. In most cases, the main strategies are those that are directly related to the impact on the addressee, his model of the world, the system of values, his behavior (both physical and intellectual).

Supporting strategies contribute to the effective organization of dialogue interaction, the optimal impact on the addressee. So, all components of the communicative situation are strategically significant: the author, the addressee, the communication channel, the communicative context (the message is the subject of semantic strategies). In this regard, one can find a strategy of self-presentation, status and role-playing strategies, emotionally adjusting strategies, and others. The communicative situation also dictates the choice of a speech act that is optimal from

the point of view of the speaker's intention. The use of indirect speech acts for this purpose can be strategically motivated, which allows us to speak of pragmatic communication tactics. The types considered can be combined into one class - **pragmatic (communicative-situational) strategies**.

In accordance with the tasks of controlling the organization of the dialogue, **dialogue strategies** are used that are used to monitor the topic, initiative, and the degree of understanding in the process of communication (the term converse strategies can be considered a synonym for dialogue strategies).

A special type of strategic plans are **rhetorical strategies** that use various techniques of oratory and rhetorical techniques to effectively influence the addressee.

Thus, pragmatic, dialogue and rhetorical types of strategies are classified as auxiliary.

Like most linguistic classifications that have live speech as an object, this one has hard-to-remove drawbacks - convention and approximation. This can be seen if we consider the connections and interactions of different types. So, for example, it is easy to detect the identity of some functions of dialogue and semantic strategies: a change of topic (control over the topic) can be a signal of a cognitive operation. Van Dijk in his work gives an example of the so-called expansion or transposition operation [10]. When discussing ethnic minorities, informants transfer negative experiences from one cognitive domain to another. For example, negative assessments of cultural habits can extend to areas such as hygiene or behavior in general. In the dialogue, this “activation” of negative ethnic information is expressed in a change of topic, which is undesirable under other circumstances.

Functional commonality is also observed between the dialogue and rhetorical types: for example, the attitude towards conflict behavior is found in the ways of organizing the dialogue (deliberately exaggerated control over the topic and initiative) and in rhetorical techniques that demonstrate aggression.

It is interesting to relate representational classification to the typology of goals and motives for speech behavior [39]. It is obvious that semantic (cognitive) strategies correlate with the goals of the first order, that is, the immediate goals of influence, and all the rest correlate with secondary goals. Thus, the pragmatic type of communication strategies "serves" the goals of self-presentation, self-expression and all kinds of goals associated with the setting for cooperative communication (identity and interaction goals). The dialogue type of communication strategies is due to the speaker's desire to control the communicative situation (arousal management goals). Objectives directed to the sphere of the speaker's resources are most likely realized in strategies of the semantic and pragmatic type. For example, discrediting has to do with such an intangible resource of the speaker as social weight, the value of a person in the sphere of public relations.

S. Datsyuk distinguishes three types of strategies - presentation, manipulative and conventional, noting that "the level of openness, symmetry and method of communication, they also differ: the presentation type is passive communication; manipulative type is active communication; the conventional type is interactive communication. Also, the main means are: for presentation - message, for manipulation - message, for convention - dialogue" [9, p. 19].

As noted by A.D. Belova, the study of communicative strategies and tactics inevitably leads to the need for a clear understanding of the relationship between discourse, genres in the communicative space, on the one hand, and the need for careful study of various extralinguistic factors influencing communication, on the other. Given that the main factors influencing the formation of communicative strategies and tactics are ethnic, social, gender, age, personal, temporal, A.D. Belova systematizes communication strategies and tactics in the form of a set of oppositions:

- Universal - ethnic-specific;
- Commonly used - individual;
- Commonly used - status-conditioned;

- Commonly used - age;
- Unisex - gender-labeled;
- Verbal - nonverbal;
- Atemporal - limited time;
- Cooperative - conflict;
- Addressor-oriented - addressee-oriented;
- Informative - motivational [5, p.14].

K. Surovtseva connects communicative strategies with organizational communications at the enterprise and allocates types of strategies of development of the organization and, describing them, designates priority directions of development of organizational communications:

- business strategies are characterized by the development of feedback, teamwork, customer relations;
- dynamic growth strategies - feedback, horizontal communications, interaction with the consumer;
- strategies for limited growth - formalization of communication processes, management communications;
- operational efficiency strategies - formalization of communication processes, informing staff about goals, feedback;
- for strategies focused on consumers, characterized by cross-functional communications, communication with consumers, communication climate;
- for product-focused - cross-functional communications, bidding systems;
- for anti-crisis strategies are characterized by external anti-crisis communications, informing staff, communication climate [29, p. 56]

N. Kirilova considers communicative strategies and tactics from the standpoint of moral categories and classifies communicative strategies based on attitudes, values and ethical principles. It takes into account their implementation in language situations. The author clearly distinguishes between the concept of communicative and language

strategies, arguing that language strategy (as opposed to communicative) is a narrower concept. It implements a communicative strategy in a specific communication situation " [16, p. 23].

According to researcher O. Selivanova, the implementation of communicative strategy can be analyzed at the formal-semiotic level (for example, appeals, personal pronouns, verbs of the imperative mood, exclamations, interjections to denote argumentation, etc., repetitions to attract attention, choosing a certain style of speech, etc. .e.); at the cognitive-interpretive level (coincidence of thesauri of the addressee and the addressee, their situational, encyclopedic, reference knowledge, ideas about the world, common positions and the ability of the addressee to decode the hidden content of the message); at the motivational-pragmatic level (taking into account the strategies of the addressee, his social role, the purpose of speech contact, compliance with etiquette and ritual behavior, etc.) [26, p. 312].

D. Nifontova studied and classified strategies based on historical material, who identified strategies based on the goals of the addressor:

1. Strategy of self-presentation (self-presentation is understood as a procedure of creating the image of the speaker and "control over the impression"):

- a) the tactics of the complaint,
- b) tactics of opposition,
- c) tactics of demonstration of positive qualities.

2. Motivation strategy (the main intention of this strategy is to motivate the addressee to perform an action):

- a) tactics of the order,
- b) tactics of request,
- c) tactics of advice.

3. Invective strategy (strategy by which the addressee, acting in a confrontational manner, aims to insult, humiliate or intimidate the addressee):

- a) image tactics,

- b) tactics of humiliation,
- c) tactics of threat [23, p. 36]

According to T. Yanko, the choice of communication strategy involves taking into account the following factors:

- promotion of global speech intention;
- selection of those components of sentence semantics that correspond to the modifying communicative meanings;
- definition of topic-rhetorical load;
- correlation of quanta of information about the situation with the mental states of speakers and the factor of empathy;
 - establishing the order of presentation of thematic-rhetorical components;
 - adjusting the communicative structure of the sentence to a certain communicative mode, style and genre [38, p.18].

1.3. Concept of communicative tactics

The ultimate goal of any communication strategy is to correct the addressee's world model. With a number of suggestions, reactions and counter-suggestions, the communicators introduce their own interpretations (problems, themes, events, images, etc.) into the conversation, wanting to make them general and thereby achieve the realization of their plan. As it was repeatedly noted above, in most cases there are several ways to achieve the goal (as an exception, we can consider cases of rigidly ritualized speech actions). This leads to the need for a choice that concerns not only the semantic content, but also the pragmatic, stylistic, rhetorical aspects of speech actions. The first step is to consider the semantic paradigm.

The creative implementation of a communication strategy allows for various ways of its implementation. They can be combined depending on the situation, or one of them is used as a leader (the most effective), while others are involved as needed or not involved at all. So, if a strategy is understood as a combination of speech actions

aimed at solving the general communicative task of the speaker ("global intention", according to Van Dijk), then tactics should be considered as one or more actions that contribute to the implementation of the strategy.

Researcher V. Kashkin also notes that communication tactics, in contrast to strategy, has a smaller scale [15, p. 20]. According to his observations, practical moves in the process of language interaction should be considered a communicative tactic. Tactics are correlated not with the purpose of communication, but with the set of certain intentions of the communicant [15, p. 48].

Researcher M. Dzherelievskaya notes: "Strategy is understood as a set of macroscopic goals. Tactics - a means to achieve these goals. The same tactics can be applied within different strategies" [11, p. 34].

According to I. Tarasova, the communicative strategy includes planning the construction of the process of language interaction depending on the specific conditions of communication and the persons of the communicators, as well as the implementation of the plan, the line of conversation [31, p. 135]. This definition coincides with the definitions of "strategy" proposed by English dictionaries: strategy - "a plan designed to achieve a certain goal"; tactics - "a certain method used to achieve something" (tactics - a certain method used to achieve something) [31, p. 136].

Strategies are implemented through different tactics, which differ from them in the degree of generalization. According to V. Latinov, the same tactics can be used in different strategies. For example, the threat, which is usually seen as a destructive and hostile tactic, can be used in the event of unwillingness or inability of one of the parties to yield beyond certain limits. The choice of tactics is influenced by such variables as the social status of the object of influence and its resistance to influence, as well as the social status of the person using the tactics [19, p. 87].

We should mention the opinion of K. Bondarenko, who rightly notes that for the realization of the intentions of communicators emotionally-labeled language tools are involved. Their organization affects the volitional and emotional spheres of the

addressee. Language means are selected and combined alternately in direct and indirect ways; colored words and phrases are used, emotionally marked vocabulary from the category of affectives, which indicates the expressiveness and emotional saturation of the discourse; there are combinations of rhetorical questions, ironic statements, units of subjective-evaluative modality, syntactic repetitions, emphatic constructions, almost all possible emotionally-expressive language means [6, p. 48].

The strategic plan determines the choice of means and methods of its implementation, therefore, speech strategy and tactics are related as genus and species [36]. It is necessary to pay attention to the dynamic nature of communication tactics, which provides flexibility of strategy, prompt response to the situation. Usually the task that the speaker sees as the goal of the communicative act, is not solved with the help of one appeal to the partner (this is the exception rather than the rule). The goal is achieved in the course of a dialogue, united from the point of view of a single super task. At the same time, the participants in the dialogue, pursuing their goals throughout the entire communicative act, as a rule, do not use ready-made schemes - sequences of speech acts, but construct their moves during the dialogue, depending on the situation. The communicative strategy explains this internal coherence of continuing dialogues. I.N.Borisova defines communicative tactics as the dynamic use of speech skills by communicants to build a dialogue within the framework of a particular strategy [7].

The achievement of such goal is possible if the speaker during the entire communication cycle controls the intellectual and emotional processes of the listener in such a way that they lead him ultimately to the desired decision (action). The methods used by the speaker when "processing" a partner represent either direct stimuli of action or act as conditions. These methods and techniques, which, individually or in combination, lead to the solution of the super task, are constituents of speech tactics - we will designate them as communicative moves.

The concept of reception ("figures" of speech and thought), which is used by traditional rhetoric, is quite close to the concept of a communicative move. The task of

describing communication strategies is to present the nomenclature of typical tactics that implement a specific strategy. It is the tactics that give the impression of the units that are really accessible to study - they seem to be the practical tool of the speaker.

The description of this communicative phenomenon can be carried out from various positions. Jacobs in his work deals with the strategy of verbal behavior [43]. Its purpose is to get the partner to act in accordance with the desire of the speaker (conversational influence attempts). Most of these actions can be classified as direct or indirect requests. The authors propose a model of an interactive process, which is based on a general principle (strategic goal) that generates variable implementations depending on the communicative context. The intensity of the request can be different, this determines the different types of speech actions (act-types). These types are abstract structural categories, which can be viewed as a continuum, on one strip of which there are direct requests, and on the other - remarks "as if by the way", which, thanks to the extended context, can also be interpreted as requests. Variations within this continuum include indirect requests (compare indirect speech acts), preparatory speech actions, so-called pre-requests (pre-goquest), hints, prompts, retrospective requests, etc. [43].

Observations show that some types of requests have fairly stable language markers. For example, indirect requests are usually made in the form of a question about availability or capabilities ("Could you help me?", "Do you have a pen?") Or statements ("I need a pen", "I wonder if there is paper here ..). Other types of requests - for example, hints - allow very different variations in speech "performance".

The model for describing the communicative structure of requests and speech actions close to them in terms of purpose, proposed by Jacobs and Jackson, is close to our ideas about the relationship between the concepts of strategy and tactics. This closeness is explained by the generality of theoretical premises. They consist in the fact that the meaning of any utterance is determined by two basic principles underlying linguistic competence: the speaker's position and the communicative context that motivates tactical choice. At the same time, both parameters (goals and context) can

be assessed by the communicants in the same way, but they can also have discrepancies in interpretation. In the latter case, ambiguity and misinterpretation of speech intentions arise. But it is precisely this discrepancy in the vision of the communication situation, when the listener is not aware of the purpose or the communicative context of the statement, that is a resource for "strategic exploitation." Consequently, we can once again be convinced that the phenomenon of speech strategies is a communicative function.

The principles of semantic description of speech tactics are discussed in Vereshchagin's work [8]. The author proposes to consider the meaning of speech tactics at three levels of abstraction. Depending on the level at which the meaning is depicted, species differences, generic similarities and categorical similarities can be discerned between lines. At the first level, in separate phrases, different from the point of view of lexical and grammatical content, integration semantic features are distinguished, with the help of which different statements are brought together into one, which most clearly expresses the general meaning.

As for the second level, Vereshchagin suggests the term "tactics", implying that tactics are part of a certain strategy, that is, they implement a super task. At this, third, level of abstraction, not only individual, but also differential features are lost. This is the level of speech strategies.

Supertasks are usually universal, and tactics are derived from national culture (in our opinion, we should talk about a ban on some speech tactics depending on ethnocultural traditions).

For the nomination of tactics, it is proposed to invent an artificial semantic, "tag", or to take one of the clichés for the general name. For example, in the tactics of calling for frankness, these are such clichés as "I'm your friend," "Let's have a drink," etc.

It seems to us that the search for clichés should not obey the hypnosis of archaic concepts of sign, grammatical indicator or syntactic construction. So, for example, in the persuasion strategy, a group of remarks united by the speech cliché "This must be a

piece of cake for you." can be designated as "You are capable." This is the desired form, that very speech cliché - but the cliché of a deep, not a superficial structure. Such explications make it possible to compile a nomenclature of prototypical tactics for a particular strategy.

Indirect evidence for the existence of a deep semantic structure of tactics can be found in the results presented in Mottet's and Richmond's work [46]. When asked to report the usual statements in the communicative situation indicated by the researchers (the establishment of informal relations), the informants, for the most part, gave not textual examples, but answers reflecting their ideas about the semantic essence of tactics. This convinces us that each individual has his own repertoire of speech tactics, in ordinary situations without a special stimulus unconscious.

The similarity of the nominations of communication tactics and speech acts (for example, communication tactics of requests, threats and speech acts of requests, threats) can create the illusion of the identity of these concepts. To the difference of the strategic approach from the theory of speech acts, we add that in the theory of speech acts, the object of analysis is a separate statement, outside the dialogue, outside the factors of real communication, and in the analysis of speech tactics the social and psychological aspects of the community are taken into account (special parameters are introduced). Speech tactics can include both one or several utterances, the speaker can control the success/failure of a particular speech act at certain stages of the dialogue and adjust his speech actions taking into account perlocutionary effects.

It should be borne in mind that the specificity of communication strategies in general and communication tactics in particular is the complexity of the use of linguistic means to achieve a communicative goal. The very sequence of speech acts can be tactically motivated. On the other hand, in the same statement one can find strategic meanings of a different order.

Some points of contact can be seen by comparing the concept of speech tactics and the concept of a speech genre, in particular, the concept of a complex speech genre.

Complex speech genres are special types of texts, consisting of elements, which, in turn, are texts of certain genres [34]. The combination of these "primary" speech genres can also be pragmatically significant, which brings them closer to communication tactics.

Based on the classification of the researcher O. Issers, it is necessary to single out the most frequent communication tactics:

- tactics analysis "minus" (the communicator's message is extremely negative, while negative emotions in relation to the described events are expressed implicitly through mostly lexical language means);

- tactics of accusation (attributing guilt to a particular person; exposing the opponent is usually done with tokens with a negative connotation; variety - impersonal exposure, when the communicator does not name his opponent directly, but only points to him, using indefinitely personal sentences and deictic words);

- tactics of defamation, intentional humiliation, exposing the weak or negative (sometimes imaginary) sides of the opponent, rude ridicule of him in order to undermine his authority and deprive the masses of trust, sometimes used by a communicator to show their virtues, attractiveness against the enemy; realized through the use of tokens with a negative connotation);

- presentation tactics (presenting someone in an attractive way to achieve professional or personal goals; representation of the subject in an exclusively positive light with tokens with a positive connotation; variety - self-presentation tactics; when the tool becomes the main goal of communication, becomes a strategy)

- tactics of diverting criticism (bringing arguments by the communicator in favor of someone in order to justify his actions, while distancing himself from the situation in order to show the audience his non-involvement and objectivity in relation to the described events);

- tactics of motivation (call to action, to accept a certain point of view, persuasion of the recipient to do as the communicator wants; it is typical to use the pronoun "we" to create a sense of belonging in the recipient);

- tactics of cooperation (appeal to the ideas and values of the addressee in order to use it in their own interests, which helps to establish a balance in the communicator-recipient relationship; the maximum effect is achieved by creating a trusting atmosphere);

- tactics of promise (obligation to fulfill the will of the recipient after fulfilling any conditions, at the same time it is important confidence of the addressee in these obligations; this tactic is implemented through the use of verbs of the perfect form in the future tense);

- warning tactics (warning the addressee against taking any action that could potentially damage his reputation or current state of affairs);

- tactics of provocation (incitement to action, which is characterized negative consequences; tactics involve the speaker's appeal to taboo topics, denial of universal values and support for deviant and delinquent behavior) [14, p. 130].

Conclusion to chapter 1

Thus, in modern linguistics, there are various approaches to the definition of the concept of communicative strategy, which determines the diversity of their classifications. In general, a communication strategy implies a combination of speech and non-speech means used to implement a specific goal by the communicator and aimed at the interlocutor in a communication situation. On the other hand, it is a complex of tactics, the careful selection of which ensures the success of communication and allows the speaker to skillfully manage not only the act of communication, but sometimes the opinion of his interlocutor.

Based on the above, we can conclude that communicative strategy and communicative tactics as a certain communicative integrity are implemented within two stages: preparatory and actual speech. Both communication strategy and

communication tactics depend on linguistic and extralingual factors. Thus, the communication strategy includes planning the communication process depending on the specific conditions of communication and personalities of communicators, as well as the implementation of this plan. In addition, the communication strategy in most cases includes a set of tactics and techniques, the use of which results in the success and effectiveness of communication.

A communicative strategy is considered to be a part of communicative behavior or interaction in which a series of different verbal and nonverbal means is used to achieve a certain communicative goal.

Communication strategy is both a type and a way of using the rules known to communicators. The choice of communication strategy depends on the situation of language communication. Each communication situation uses its own strategy, which is associated with the idea of the ultimate goal of communication (expected result), and tactics - directly with the methods of implementing the overall strategy.

Communication strategy is implemented in language tactics, which means language techniques that allow you to achieve goals in a particular situation. Skillful use of tactics allows to achieve a strategic goal, which can be aimed at gaining authority or desire to please, to transfer new knowledge to the interlocutor, to change his worldview.

Communicative strategies and tactics are associated with compliance with conventions, principles, rules of communication to achieve the objectives. Strategies are related to the general idea of the ultimate goal of communication, and tactics consist of specific language moves corresponding to the overall strategy.

2. AGE-RELATED PECULARITIES IN COMMUNICATION

2.1 Humor Strategies in the Child Humorous Discourse

A child's discourse acts as speech, which is characterized by a high degree of subjectivity and emotion. The communicative components of children's discourse are related to the functioning of language units in real communication, and the competence in language is the result of the development of its application in the process of active reflection of reality. The emotional, cognitive, socio-group and socio-cultural parameters of a child's discourse are considered in the dynamics of their functioning as an integral part of the process of language personality formation. The child's linguistic personality in comic discourse appears as a subject of conceptualization of the world, an active participant in the thought-communicative process and an actualizer of comic meanings.

The category of comic is realized in the strategies of comic discourse of the child as a result of expressive-subjective correlation with standard-normative representations of comic communication subjects, which causes comic incongruence through exploitation of norms at ontological, logical-conceptual, evaluative and linguistic levels [25, p.6]. The action of the cognitive mechanism of incongruence is manifested in the composition of the joke and is realized by linguistic and stylistic means.

The main motive of the subjects of the child's comic discourse is determined by the global comic strategy, the specifics of which are its communicative and functional purpose and objectified by the parameters of the child's language personality, acting on the basis of psycho-emotional, informative and socio-group regulation, actualization of which is carried out by appropriate local strategies of emotional, informative and social impact. Under the regulatory influence we understand "the ability of language signs to have a regulatory impact on the individual through the actual presentation of socially sanctioned needs" [21, p. 1].

Let us consider the **strategies of emotional impact**. Functional and communicative specificity of the analyzed strategies of the child's comic discourse is

manifested in aspects of their motivation and functioning, as well as linguistic and stylistic means of implementation.

Strategies of emotional influence are aimed at expressive-emotional regulatory influence. The purpose of these strategies is the transition of the addressor/addressee to a special psycho-emotional state, resulting in stress relief, release of positive/negative emotions, a state of elation/suppression, maintaining/not maintaining friendly relations and so on. Strategies of emotional impact are divided into: strategies of positive emotional impact, aimed at positive regulatory impact on both the addressor and the addressee, and strategies of negative emotional impact, aimed at positive emotional regulatory impact on the addressor due to negative emotional impact on the addressee, which is caused by the addressor (the addressor gets pleasure from the release of his negative emotions, humiliation, exaltation over the addressee). The pragmatic characteristics of children's emotions in English linguoculture are associated with the high expressiveness of children's speech.

The pragmatics of English linguoculture is manifested in figurative-symbolic and associative series, explained by the syntagmatic space of children's discourse. Linguistic and stylistic markers of children's emotional discourse include: repetition, rhetorical questions, hyperbole, litotes.

Communicative features of emotional influence strategies are determined by the parameters of the child's emotional potential. The main features and dominant ways of verbalizing emotions include the emergence of supergeneralization in children's speech and the use of language and grammatical forms for the expression of emotions (exaggeration, comparison, lexical and syntactic repetitions, etc.). An English-speaking child is characterized by the use of both explicit and implicit language tools. The value judgments that can be observed in children's discourse are overwhelmingly emotional. Assessment is usually expressed by means that take a special form, more precisely the game with it and the internal content, depending on the parameters of the communicative situation. "The child identifies and evaluates a number of features in

accordance with its own comparative system with the prospect of their valorization in the future" [18, p. 21].

1. **Strategies of positive emotional influence** are presented by: tactics of expression of axiological assessment, modal assessment, manipulation, informing, teaching, repetition, combining, enticing. The most common tactics are combining, informing and enticing. Let us consider these tactics:

1.1. *Combination tactics*. The game is the main form of child's activity. Therefore, various forms of language play, in particular puns (homographs, homophones, homonyms, paronyms, etc.), which are based on ambiguity and semantic deviation, are very attractive methods of forming a comic in children's jokes. The addressor-child invites another child to an intellectual game, the essence of which is in solving and establishing new semantic connections formed by violation of norms at the lingual level (phonetic, morphological, lexical, syntactic). Such tactics are classified as combining tactics. Let us consider an example:

(1) Why do witches wear name tags?

To tell which witch is which [63].

In a joke, the comic effect is achieved by a play on words, which combines phonetic similarity and semantic difference due to the reception of homophony. Comedy is also manifested in the semantic part, rhyme, the use of techniques to enhance expressiveness - alliteration and assonance.

1.2. *Informative tactics*. The principle of inconsistency between the subject and the activity is a characteristic feature of the actualization of the comic effect in the strategies of the child's comic discourse. "Human activity is considered in many aspects. A situation or a joke becomes comical if the norms in these relations are violated" [25, p. 26]. This is manifested in information tactics:

(2) The restaurant where I took my two sons for a meal was crowded with fans watching a sporting event on television. The harried waitress took our order, but more than half an hour passed with no sign of her return. I was trying to keep my kids from

becoming restless when suddenly shouts of victory came from the bar. "Hey," commented my 11-year-old, "it sounds as if someone just got his food"[64].

Humor arises from the effect of deceived expectations, actualized by the reaction of the boy, for whom dinner with his father turned out to be a real "sports test". The comic incongruence of the situation is caused by the violation of norms at the logical and conceptual level and is based on references that are very far from predicted: long waiting for food by the boys and joyful congratulations to the sports fans, commented by the child.

1.3. *Luring tactics*. Repetition is an effective means of assigning the child all language levels, so, having learned certain units of language, the child begins to actively play with them. Repetition is often an element of traditional children's jokes, such as knock-knock jokes, the main tactic of which is to lure the addressee of the joke into a game trap, by encouraging the latter to repeat some elements, thus building an appropriate game chain. Such tactics are called luring tactics:

3)A1: Knock Knock

A2: Who's There?

A1: Interrupting Cow,

A2: Interrupting Cow Wh –

A1: MOO [62].

The game tone and the resulting comic effect are realized due to the deceived expectations of the recipient. Violation of the norms is carried out at the logical and conceptual level through the involvement of the onomatopoeic token ("to moo") and rhyme ("who" - "moo"), which implement an additional expressive function in the context of a joke.

2. Strategies of negative emotional influence are aimed at causing negative expressive-emotional influence on the addressee through the use of implicit / explicit strategies related to expressing the negative attitude of the addressor to the addressee, causing the addressee of a comic communicative episode to confront the addressor from

the very beginning of communication (tactics of insulting the addressee (his physical, intellectual, social characteristics), tactics of comparison and manipulation) or through implied strategies in the form of a language game, a language trap into which the addressor-child lures the addressee through an introductory invitation Knock-knock (known to all children game signal), dooming him to insult in the finale of the joke (tactics of seduction, comparison). Let us consider the most common tactics:

2.1. Tactical images of physical and intellectual characteristics are especially popular among boys. In following example we can observe a violation of evaluative norms:

(4) *“Hey, butthead, get your ugly face out of that bathroom. What are you doing in there anyway, counting your zits? That could take all morning.”*

“Well, I have to get my stuff finished before you come in and stink the place up.”

Another loving interchange between my sons, Dan, 15, and Jeremy, 12, during the early-morning rush to get ready for school. While this kind of talk can be hard for parents to listen to, I can tell from the tone of this conversation that my boys are clearly enjoying trading insults [49].

In the example, the comic effect is realized through the image of the physical qualities of the addressee: "your ugly face", "counting your zits" and intellectual characteristics: "butthead", "that could take all morning". The addressee of such jokes reacts accordingly - the image of "you come and stink the place up", aimed at attacking the physical characteristics of the addressor. The comic effect is present because it is realized by the general game mode of the whole communicative situation, which is satisfying for both communicators, as evidenced by their mother's comment "boys are clearly enjoying trading insults". The techniques of the comic are the use of hyperbole ("that could take all morning") and the lexeme ("butthead").

2.2. *Tactics of insulting physical characteristics*

(5) *Child (Greg): What's her problem? What did I ever do to her?*

(Flashback) *Child (Greg): Patty, Patty is a fatty, has a face just like a ratty!*

Child (Patty): (CRYING)

Kids: (ALL LAUGHING)

Child (Greg): Come on that was pretty funny. She needs to get a sense of humor [53].

The comic effect in given example is actualized by violation of norms at the lingual level through the use of derogative tokens and expressive comparison of "a fatty", "face just like a ratty", characterizing the physical characteristics of the girl-addressee, using the rhyme "fatty - ratty", and occasional nouns by analogy with the traditional method of word formation (adding the diminutive suffix -y), which implements the effect of the comic in the addressor ("Come on that was pretty funny").

2.3. Manipulation tactics:

(6)Child 1: I think it's gross and undignified that I have to eat breakfast next to him on the potty.

Mother: Okay, well, it's your fault he's still potty training.

Child 1: Don't look down, Manny. The potty monster doesn't like it when you look at him

.Child 2: (SCREAMS)Child 1: I was just joking with him.

Mother: Okay. Kiss him you're sorry and then let's get a move on [53].

The comic effect is based on the violation of norms at the ontological level through the reception of an unexpected shift, the removal of the usual and necessarily familiar to the second child picture of the universe: inadequate presentation of facts and the involvement of non-existent monsters "potty monster", which frightens younger brother Jenny, who is still unable to feel the game mode of the situation ("The child screams") and entertains Greg's older brother, who is able to imagine the unreality of the situation and recognize comic connections ("I was just joking with him").

In strategies of emotional influence comic acts as an active resource of psycho-emotional regulation of the child's condition, a factor motivating cognitive and lingual development, which is explained by violations at the lingual, logical and ontological

levels. The exploitation of norms is realized by linguistic-stylistic means at the phonetic level (homophony, homonymy, paronymy, alliteration, assonance, spoonerism, onomatopoeia); at the lexical level (antithesis, oxymoron, diminutive and derogative tokens, occasionalisms), litotes, exaggeration (amplification, grotesque, hyperbole, paradox); at the syntactic level (repetition, amplification, anticlimax); on the text-discursive (deceived expectations and naive truth), and is objectified by expressive-emotional and entertaining functions.

2.2 Communicative style of teenagers.

Adolescents (13-18 years) are a separate age category, which is characterized by the predominant use of confrontational tactics, non-recognition of the authority of other age groups (with rare exceptions), aggressive communicative behavior, characterized by constant attempts strict control over the participants of communication, who are identified as enemies or rivals, which justifies the neglect of their interests, generally accepted moral and ethical norms in order to achieve their own goal, aimed at dominating the addressee(s). Adolescents feel a psychological need for communicative victories and dominance, they have a hard time with failures. The following example illustrates the aggressive communicative style of teenage characters:

Leanne: Shut up, Alice. No one ever ask your opinion. Yer only here, cause you wrote the script.

Alice: Fun part, Leanne. But we're not on stage yet –

Leanne: Shut up! Or it's gonna be a dead body here. I don't need or want your opinion.

Alice: You should calm down and read your part. We need –

Leanne:(steps forward and pushes Alice) Hey! Did you say something?

Alice: ...

Leanne: Get your own style, nerdy girl with stupid pigtails. Hate your kind [51].

Leanne uses command tactics (Shut up, Alice), threats (threat with the condition: Shut up! Or it's gonna be a dead body here and threats with direct physical impact, (steps forward and pushes Alice) Hey! Did you say something?), the statement of the fact of disinterest of the speaker in expressing the point of view of the addressee (I do not need or want your opinion). The communicative style of the character is confrontational, characterized by manifestations of aggression towards the interlocutor, rudeness, non-compliance with the norms and rules of politeness. Her interlocutor (second age group) uses approval tactics (Fun part, Leanne. But we're not on stage yet -) and advice (You should calm down and read your part. We need -), but Liane's communicative style depresses her. initiatives, forcing them to obey. Lexical and stylistic design of the communicative style of a teenage character is characterized by the use of obscene vocabulary (Shut up, nerdy girl), vocabulary of negative evaluation (nerdy girl with stupid pigtails).

Along with the use of aggressive vocabulary, the communicative style of adolescents is also characterized by the use of confrontational tactics of ignoring communicative activity and attempts to interact with the interlocutor:

Mama: Breakfast is ready, dear.

Felicite: (sitting on the couch and listening to the music).

Mama: Little girl, go by the bucket and wash that off your lips! And wash that millet from your hands while you're at it!

Felicite: (doesn't look at Mama).

Mama: Sa-sa! (Clapping her hands) Remember, child, you're not too young to be slapped (taking girl by the hand).

Felicite: I'm no child (sits back, not looking at Mama) [56].

The female character uses the tactic of attracting attention (Breakfast is ready, dear), using affectionate treatment (dear), but the character-daughter uses the tactic of ignoring (sitting on the couch and listening to the music). The mother character responds to this with the tactics of the order (Little girl, go by the bucket and wash that

off your lips! And wash that millet from your hands while you're at it!), But the girl continues to ignore the mother's remarks. As a result, the woman uses the tactic of threatening (Remember, child, you're not too young to be slapped) and goes to direct physical influence (taking girl by the hand) on the recipient, which, however, does not give the desired effect.

The first group includes adolescents from 13 to 18 years inclusive. Their communicative style is characterized by frequent use of confrontational tactics, aggressive behavior, ignoring the authority of other age groups, categorical and uncompromising speech.

2.3 Communicative style of young people.

Young people aged 18-29 are the second age category. Compared to adolescents, their communicative style is characterized by a number of changes that affect the selection of communication tactics and regulation of the vector of communication. In particular, to reduce the level of categoricalness:

Edna: You might be right, I assume. We should act more carefully [61].

In this case, Edna uses the means of epistemic modality (might). The characters demonstrate visible efforts to reduce the aggressiveness of their own behavior:

Constance takes a deep breath, calming down, shakes her head and then speaks

Constance: Is there anything else? Should I go now, I need to evaluate my "stupidity", just as you said [58].

Despite the insult, Constance does not show obvious signs of aggressive behavior, adhering to a cooperative communicative style.

In the analyzed age group, the characters have a desire to compromise:

Karl: We can work this out, no rush, no hard talk [60].

Karl deliberately compromises, offering to discuss problematic issues in order to avoid a quarrel.

Another characteristic of the communicative style of young people is the recognition of the authority and status characteristics of the addressee:

Lily: You're bright after all / and ya smart girl / woman, oh? / lady! [48].

Lily recognizes the authority of her interlocutor and positively assesses her intellectual abilities and compliance with the rules and regulations of politeness:

Nina: Thank you for your time. Let me walk you to the door.

Mrs. Chae: Should I call you tomorrow?

Nina: I'll call you, thank you! [82].

These factors, in turn, improve the overall quality of the communication process, replacing the confrontational focus with the cooperative one. For example:

Alexis: Can you help us please?

Silas: Uh, sure. What you need?

Alexis: We must set up those computers till tomorrow. Could you please install all that software staff?

Silas: Um-m, I have some errands to attend to... Damn... How many machines have you got?

Alexis: How much what? Silas: PCs.

Alexis: P-what?

Silas: Computers.

Alexis: Fourteen.

Silas: Mein... Alright, I'll do this. But you owe me that one [59].

The female character uses the request tactic (Can you help us please?) When requesting help. Her interlocutor responds with the tactics of consent (Uh, sure) and request for information (What you need?). Alexis, in turn, uses explanatory tactics (We must set up those computers till tomorrow) and request tactics (Could you please install all that software staff?). After clarifying, Silas uses explanatory tactics (I have some errands to attend to) and information request tactics (How many machines have you got?). The male character then uses explanatory tactics (PCs; Computers) because his

recipient does not understand professional terminology. After receiving the answer, he applies the tactic of promise (Alright, I'll do this), making a condition (But you owe me that one). Despite the emotional and communicative preconditions for the confrontation, the young man remains in the field of cooperative relations, does not show aggression and agrees to help the addressee.

Characters of the second age category, faced with aggressive communicative behavior of the addressee and the use of confrontational tactics and strategies, maintain a cooperative orientation of communicative style, seeking a compromise solution without a reactive transition to the use of confrontational means:

Sarah: You won't get away with this! You will pay!

Sebastian: ...? Pardon?! Sarah: Had enough fun?! Music, you said! MUSIC!

Sebastian: What do you mean by that? What did I do? Sarah: Don't pretend to be a fool! I know everything!

Sebastian: I didn't hide back anything and nothing bad is done to you by me.

Sarah: TELL me the TRUTH!!

Sebastian: I'm telling you, whatever happened – it's not my fault. And now, just explain me, what is going on here? [47].

The female character applies a confrontational tactic of threatening the recipient (You won't get away with this! You will pay!), Being under the influence of negative emotional experiences. The male character requests (...? Pardon) additional information to properly analyze the context of the communicative situation. Sarah, in turn, uses the tactic of accusation (Had enough fun?! Music, you said! MUSIC!), The emotional coloring of the lines of which is evidenced by the graphic image in the letter (MUSIC!). Sebastian again uses the tactic of requesting information (What do you mean by that? What did I do?), Refraining from a reactive transition to confrontation. The woman uses the tactics of order and explanation (Don't pretend to be a fool! I know everything!), Implementing a strategy of confrontation. The male character uses the tactic of justification (I didn't hide back anything and nothing bad is done to you by

me) in order to avoid confrontation and stay in the field of cooperative communicative relations. Sarah uses the tactics of order (TELL me the TRUTH !!). Sebastian responds with the tactics of justifying (I'm telling you, whatever happened - it's not my fault) and requesting information (And now, just explain me, what's going on here?) In order to determine the cause of negative experiences of the interlocutor and her confrontational disposition.

The following example illustrates the process of communication of peer characters belonging to the group of young people aged 18-29, in a normal everyday situation:

Abigail: No – that acquired thing is stupid... No, no this is good, he can't beat me or throw me out with my parents and Bhudi Gilbert there at his son's birthday futi...

Nia: ... no, it's the right thing. Everybody should know...

Abigail: He will have to beg my forgiveness. "Okay, okay, I forgive you – but you can't cheat anymore" –

Nia: He could be giving it to everybody. If I had known, I would have never –

Abigail: Now we must plan for us and our children. Should we, Nia? [55].

The female characters belong to the same age group (19-29 years) and have a conversation on everyday topics. Abigail discusses her illness with the interlocutor, using the tactics of persuasion (No - that acquired thing is stupid...; No, no this is good, he can't beat me or throw me out with my parents and Bhudi Gilbert there at his son's birthday futi...) to himself, going through possible ways out of the situation. Nia, in turn, uses cooperative tactics of advice (no, it's the right thing. Everybody should know...). Abigail continues to consider her possible communicative actions (mensive and promissive: "Okay, okay, I forgive you - but you can't cheat anymore" -), and her interlocutor tries to convince the woman: He could be giving it to everybody. Abigail responds with the tactics of indirect motivation and asking for advice (Now we must plan for us and our children and a quiz: Should we, Nia?). Both communicators adhere to a cooperative communicative style, using cooperative tactics.

The second age group includes young communicators aged 19-29, whose arsenal of communication tactics differs from the previous group in terms of strengthening cooperative relations, reducing aggression and improving the communication process by seeking compromise, prioritization and recognition of the authority of other age groups.

2.4 Communicative style of middle-aged people.

The third age group includes adults aged 30-49, whose communicative style is characterized by established traits, including: compliance with the rules and regulations of communication, the predominant use of cooperative communication style, recognition of the authority and status characteristics of the speaker, use of methods and means to improve communication environment, demonstrating compliance with the norms and rules of communication adopted in a particular society, high analytical potential. Example:

Taylor: Dr. LeVay... So nice to meet you... I'm...

Dad: I'm sorry... going on like that. [To Flip, assuming Taylor is his guest] Flip, you weren't going to introduce us?

Kent: No. Dad, this is Taylor. Taylor Bradley Scott. Beautiful, isn't she...?

Taylor [to Kent]: You didn't tell them about me?

Dad: Oh. (Momentarily confused, as he's assumed Taylor's with Flip) ...Ok. [Assessing her] Nice. [To Kent] Well done. Ms. Bradley Scott... [Dad has recovered]. Beautiful doesn't do this exceptional creature justice. It's an honor my dear.

Kent: Dad... I mentioned Taylor... my fiancée... Her father was- [Dad kisses her hand and bows with a flourish. Kent and Flip exchange a knowing look: he's always had a way with the ladies.]

Dad: Of course... James Bradley Scott... yes, of course... Well, again, so nice to meet you...

Taylor: Dr. LeVay.

Dad: Too formal. [Beat] “Dad” would be weird, huh? How about you call me Joseph?

Taylor: OK, doctor. [Beat] Sir... uh, Joseph [52].

In the process of communicating with his son and his bride, Dr. LeVey uses tactics of apology (I'm sorry... going on like that), a hint, because the character is not familiar with the son's girlfriend (Flip, you weren't going to introduce us?), compliment (Beautiful does not do this exceptional creature justice. It's an honor my dear), actively uses the means of reducing the level of formalization of communication and establishing cooperative relations. Despite objective contextual factors (the character was unprepared to meet his son's bride, little time was given to communicative adaptation and calibration of the arsenal of communicative tactics), the man, however, remains in the cooperative field of communication.

Another important feature of the communicative style of middle-aged characters is its guiding nature, which is based on life experience and the hierarchical status of communicators in social groups. Example:

Mama: You should not go to visit him that late at night. Streets are dangerous. Go wash your hands and have tasty soup I've cooked for you. But first of all, boy, go get your hands washed and your clothes prepared for tomorrow. Oh, and talk to your sister. She has some terrible make up ideas. Tell her she's a beautiful young girl without paint on her lips and eyes. Also, evening housework is waiting.

Sebastian: Yes, ma'am.

Mama: Believe an old experienced woman, that conversation is better to keep till tomorrow.

Sebastian: Alright then. I'll go and talk to Felicite [56].

The female character instructs her son through tactics of advice (You should not go to visit him that late at night) and explanation (Streets are dangerous), uses tactics of command (Go wash your hands and have tasty soup I've cooked for you. But first of all, boy, go get your hands washed and your clothes prepared for tomorrow); the

following application of the tactics of the order is aimed at encouraging the character-boy to communicate with his sister (Oh, and talk to your sister; Tell her she's a beautiful young girl without paint on her lips and eyes), tactics of explanation statement (She has some terrible make up ideas) characterizes her anxiety about the girl's desire to use cosmetics. In what follows, the tactic of indirect motivation (Also, evening housework is waiting) is used, the main purpose of which is to encourage Sebastian to perform his duties at home. The boy character, in turn, uses the tactics of agreement (Yes, ma'am; Alright then) and promises (I'll go and talk to Felicite), which expresses readiness for cooperative communicative relations.

The third group includes middle-aged people (30-49 years), whose communicative style is characterized by the following established features: compliance with norms and rules of communication, the predominant use of cooperative communicative style, recognition of the authority and status characteristics of the speaker, use of methods and means to improve communication environment. compliance with the norms and rules of communication adopted in a particular society, high analytical potential.

2.5 Communicative style of older adults.

The older people include communicants aged 50 (included) and older. The differences of their communicative style from the representatives of other studied age groups are the minimized use of confrontational tactics, which are used mainly in situations when all other means of influencing the interlocutor are exhausted, ineffective or their application is impossible:

Mrs GRIGGS: Oh, dear. And what will you do?

ROSE: I don't know.

Mrs GRIGGS: You should talk to him, dear.

ROSE: I don't want to.

Mrs GRIGGS: Give it a try –

ROSE: I said NO.

Mrs GRIGGS: But –

ROSE: NO!

Mrs GRIGGS: And now you stop arguing and listen to me. You should go and talk to him before acting stupid. Do you agree?

ROSE: I don't know. But I will try [58].

Mrs. Griggs uses information request tactics (And what will you do?), Advice (You should talk to him, dear; Give it a try), but is opposed by the interlocutor, who responds with refusal tactics ((I don't want to), she is forced to apply the tactics of order (And now you stop arguing and listen to me). Having attracted Rose's attention, the woman again turns to cooperative tactics of advice (You should go and talk to him before acting stupid); compliance with generally accepted rules, norms and conventions of communication that are specific to a particular society:

General Dragon Master: It's so nice to meet you, young lady! Please, let me take care of your coat. (Takes coat away and kisses girl's hand) – I'm at your service! [50].

The man uses polite forms of greeting (It's so nice to meet you, young lady!), Tactics of offering the service (Please, let me take care of your coat; I'm at your service!), Shows sympathy and high the level of attachment to the interlocutor with the help of extralingual means (kisses girl's hand); use of cooperative tactics to improve cooperation and the communication process in general:

Big Mama: Help me up with 'boxes, chile. I'll give ya a candy.

Cookie: Candy-candy-candy!

Big Mama: Will ya'? Cookie: Comin'! [57].

The female character combines the tactics of order, promise, and request (Help me up with 'boxes, chile. I'll give ya a candy; Will ya'?) To persuade Cookie to cooperate by offering her reward (candy).

The communicative style of older adults is characterized by the presence of a clear guiding component, which is manifested in the high frequency of use of

cooperative tactics, advice and beliefs, based on a significant amount of accumulated life experience:

Demeter: Listen to my wisdom, stil' I'm just an old woman.

Cadence: I see. What do you offer?

Demeter: I offer ya a way to go. Ya' might listen and get what ya' need.

Cadence: A way?

Demeter: Ya' shouldn't follow this wicked' path. Try another [54].

Demeter uses tactics of advice (Listen to my wisdom, stil 'I'm just an old woman; Ya' might listen and get what ya 'need) and persuasion (Ya' shouldn't follow this wicked 'path. Try another), based on your experience. Her interlocutor uses the tactic of requesting information (What do you offer?; A way?) To obtain additional information about her proposal, which indicates the success of Demeter's tactics. Another important feature of the communicative style of older characters is the frequent use of tactics of compassion and consolation, which is a manifestation of a high level of empathy:

Mrs GRIGGS: Come on, don't hold it inside. You can talk about it or just cry, if you don't want to. You will feel better, I know it. Everything should be alright now... Come here (hugs her) [58].

The female character uses tactics of compassion and suggestion (Come on, don't hold it inside and an indirect instruction that provides behavioral options to the listener: You can talk about it or just cry, if you don't want to) and consolation (You will feel better, I know it. Everything should be alright now... and instructive: Come here), showing interest in improving the emotional state of the interlocutor.

Thus, the communicative style of older characters (over 50 years) is characterized by such specific features as the minimized use of confrontational tactics, which indicates a change in the ratio of the use of cooperative and confrontational tactics; compliance with generally accepted rules, norms and conventions of communication, which are specific to a particular society; high frequency of use of cooperative tactics of advice and beliefs based on a significant amount of accumulated

life experience; frequent use of tactics of compassion and consolation, which is a manifestation of a high level of empathy; application of means of epistemic modality and politeness markers.

Conclusion to chapter 2

In strategies of emotional influence comic acts as an active resource of psycho-emotional regulation of the child's condition, a factor motivating cognitive and lingual development, which is accompanied by violations of norms at the lingual, logical-conceptual, and ontological levels. The exploitation of norms is realized by linguistic-stylistic means at the phonetic level (homophony, homonymy, paronymy, alliteration, assonance, onomatopoeia); at the lexical level (antithesis, oxymoron, diminutive and derogative tokens, occasionalisms), litotes, exaggeration (amplification, grotesque, hyperbole, paradox); at the syntactic level (repetition, amplification, anticlimax); on the text-discursive (deceived expectations and naive truth), and is objectified by expressive-emotional and entertaining functions.

Linguo-cultural features of the realization of the comic among the children are ingenious humor, fantasy, emotionality, the use of intellectual forms of the comic (paradox, pun), which are a form of personal protection, self-affirmation and transformation of aggression. Mental "self-affirmation" is relevant for children: language play, absurdity and eccentricity become a means of cognitive development, education and worldview, which is confirmed by the analysis of the comic strategies in this study.

Communicative style of adolescents (13-18 years) is characterized by frequent use of confrontational tactics, aggressive behavior, ignoring the authority of other age groups, categorical and uncompromising speech. Young people (18-29 years old) have an arsenal of communication tactics and strategies that differ from the previous group in terms of strengthening cooperative relations, reducing the level of aggression and improving communication through compromise, prioritization and recognition of the authority of other age groups. Middle-aged people (30-49 years old), whose

communicative style is based on cooperation, search for methods and means to improve the communicative environment, demonstrate compliance with the norms and rules of communication adopted in a particular society, high analytical potential. The fourth age group - older adults (50 ~ years) - is characterized by the use of cooperative tactics of advice, approval, compassion, consolation, request, promise, persuasion, compliment, vocabulary and stylistic design by means of epistemic modality, vocabulary of positive evaluation, markers of politeness. The use of confrontational communication tactics is minimized, their use is mainly a last resort to influence the communicator in cases where the means of implementing the strategy of cooperation are ineffective.

3. STRATEGIES AND TACTICS OF TEEN RESPONDENTS IN ONLINE INTERVIEWS

3.2.1. Communicative topic "Friends and Relationship": strategies and tactics and means of their implementation.

Adolescence is the "third world" between childhood and adulthood, because in social terms it is not yet an independent adult. The most important process of this age is the formation of self-awareness and a stable image of the individual, his "I".

The main activity of a teenager is intimate and personal communication. The teenager begins to take himself and his abilities more seriously, tries to occupy a niche among peers, often ignoring the opinion of parents and others. Communication in adolescence undergoes significant qualitative changes.

During adolescence there is a strong, sometimes hypertrophied need for independence and communication with peers. Adolescents express their independence mainly in the pursuit of emancipation, release from adult care, as well as in various hobbies. These needs are very evident in behavior. It is at this age that adolescents have the opportunity to choose their own activities, which helps to meet the need for independence and cognition.

Communication permeates the lives of adolescents, leaving an imprint on learning, hobbies, hobbies, relationships with peers and adults. Own experience of relationships with other people allows the realization of new abilities.

During this period of their lives the characteristics and style of communication of boys and girls acquire certain differences. The level of sociability of boys and girls in adolescence differs qualitatively rather than quantitatively. The content of joint activities, their own success in it are more important for boys than the presence of individual sympathy for other participants in communication.

Girls' communication is more passive, but it is more friendly and selective. According to psychological research, boys first come into contact with each other and only then, in the course of play or business interaction, they have a positive attitude, there is a commitment to each other. Girls, on the other hand, come into contact mainly with those they like, the content of joint activities for them is relatively secondary. Thus, for adolescents, peers are personally important communication partners. Adolescent friendship is determined mainly by gender, but after some time in adolescent groups include members of the opposite sex.

Determining vital guidelines for their behavior, the adolescent constantly compares their actions with the expectations of others. It is important for him to align

his thoughts, feelings or actions with the already accepted group. Satisfying their own need for other people, the teenager is reflected in them. In the course of communication with friends of adolescents is the active assimilation of norms, goals, means of social behavior, developed criteria for assessing themselves and others, there is self-education.

Among the peculiarities of adolescent communication can also be identified contradictions of the external manifestation of communicative behavior. On the one hand, in communication with peers teenagers try to be similar to the friends, on the other – desire to stand out, to be distinguished at any cost. Adolescent friendships are also controversial. On the one hand, the teenager aspires to have the true friend, and on the other hand – very often changes friends. There are changes in the content of communication. Personal communication and development of individuality becomes the priority for the teenager.

The circle of communication of teenagers is quite wide. By expanding the circle of acquaintances, teenagers often gather in informal groups or companies. At the same time, teenagers unite in groups not only for mutual sympathy, but also for common interests, activities, ways to have fun, a place to spend free time.

The relationship between girls and boys is also undergoing radical changes. In adolescence there is an interest in the opposite sex, the desire to please, there is a gender identification. Awareness of personal attractiveness comes to the fore - this is of paramount importance in the eyes of peers.

During this period, the relationship between girls and boys changes. Communication between members of the opposite sex becomes more open, romantic relationships appear. These relationships cause the need for self-improvement, the desire to become better. Having reached biological sexual maturity, adolescents, despite the experience of communication, still feel insecure in forming relationships with members of the opposite sex.

However, with puberty, adolescents come to a better understanding of the opposite sex. There comes a period when a teenager meets his needs in communication with members of the opposite sex. In heterosexual groups, psychological experience, awareness of stereotypes of male and female behavior. Friends of the opposite sex promote their self-knowledge and self-affirmation. Adolescents see that male and female beginnings complement each other and become more loyal to members of the opposite sex.

So, as we can see, friends and relationships with the opposite sex are an extremely important topic for discussion among adolescents. Communication permeates their entire lives, leaving an imprint on learning, hobbies, hobbies, and relationships with adults.

During the analysis of the materials of our study, we found that the lexical-semantic group "Friends and Relationship" is represented by the following language units:

- nouns: boyfriend, break-up, couple, crush, date, emotion, ex-boyfriend, ex-girlfriend, family, feeling , friend, friendship, girlfriend, kiss, love, party, relationship, romance, soulmate, sweetheart;
- verbs: to break up, to catch up, to chat, to date, to end up, to fall in love, to fight, to flirt, to hang out, to hate, to hurt, to kiss, to like, to love, to make out;
- adjectives with positive connotation: close, emotional, happy, intimate, romantic, sexy and adjectives with negative connotation heartbroken, jealous.

Let us take a closer look at the strategies and tactics most often used by Internet interview respondents in the "Friends and Relationship" communication topic. The tactic of demonstrating one's ability to talk within a topical control strategy is used in a respondent's "Friends and Relationship" communication situation if he is sufficiently competent in a particular issue, if he is able to initiate the conversation himself, and not just answer the interviewer's questions:

Bevan: *Feel like we have a lot of friends in common. Jack Antonoff and I were like were texting last night.*

Swift: *Amazing! I was too!*

Bevan: *Really?*

Swift: *Yeah!*

Bevan: *I was telling him about boy problems.*

Swift: *Oh, I can talk to you about that. I'm probably better. He's got really amazing philosophical relationship advices.*

Bevan: *Oh, he totally does!*

Swift: *For when you are in a relationship! I have really good advice for when you're having problems!*

Bevan: *Ok.*

Swift: *See? Like we have our specialties [83].*

As we can see in the example, the communicants exchanged roles and the respondent took the initiative from the interviewer. The respondent assures the interviewer that he can help him solve certain questions. I can talk to you about that, but the interviewer does not give the respondent the opportunity to reveal himself fully.

The tactics of enhanced exaggeration in the strategy of demonstrating the respondent's attitude to the interviewer's message are often used by respondents in this communicative topic, because it allows them to express their emotions in relation to what they hear, saturates their own remarks with expression:

Interviewer: *Tell us about your BFFS!*

Anna Sophia Robb: *One of my best friends... We've been so close since kindergarten. And another one of my best friends I've known since preschool. Recently when I was shooting "The Carry Diaries" they both came and flew out and surprised me for my birthday. And when they left they wrote the sweetest notes and put them all over my apartment. Words of encouragement and all these reminders to call and talk to them. So, that was really cute [85].*

In this example, the respondent tries to explain to the girls that they should not worry too much about their own appearance, because the boys also pay attention to the personality of the girls. In order to convey this message to the girls, the respondent uses the tactics of underlined exaggeration, which is implemented through emotional vocabulary, exclamation oh, confessional vocabulary my good Lord, comparative constructions a little too ...

Interviewer: *Tell us about your BFFS!*

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In the example, the respondent uses the tactics of underlined exaggeration to highlight the desired information. This tactic helps the respondent to place a certain emphasis on a specific phrase to express their admiration for the surprise that her friends gave her on her birthday. The tactic is implemented by combining the so and really intensifiers with adjectives that have the positive connotation of close and cute, as well as by using a phrase that includes the adjective in the highest degree of comparison of the sweetest notes.

Tactics of communicative support of the interlocutor within the strategy of demonstration of the respondent's attitude to the interviewer's message is extremely important in the case when communicators discuss sensitive issues:

Interviewer: *What sort of gift would be overdoing it?*

Respondent 1: *If I was dating a girl and she got me a car... Everybody wants a car, but I wouldn't feel comfortable. It's not about how big or how expensive the gift is. It's got to speak to me...*

Respondent 2: *The best things are free, right?! [65].*

In the example, the respondent supports another communicator in one controversial issue. The use of this tactic reduces tension, improves the atmosphere of communication, establishes friendly relations between communicators. Tactics are implemented by summarizing what was said by the previous communicant, which is framed in the form of a rhetorical question.

Tactics of direct answer to questions within the information strategy are used by respondents quite often. The respondent gives a direct answer to a specific question of the interviewer:

Interviewer: *What is the craziest thing a fan has ever done for you?*

Hutcherson: *I would say I have been sent a love card and a loaf of bread that was hand baked. And that takes so much time and they sent it by mail... loaf of bread... like, it is a very original idea, I think [76].*

In the example, the respondent gives a direct answer to the question of what was the most incredible and romantic thing a fan did for him. The respondent does not immediately find the answer to the question, so begins and ends the remark with phrases that express uncertainty I would say and I think. Linguistic means of expressing subjective modality are modal words and phrases, special syntactic constructions, word order, intonation, etc.

Meghan Rosette: *And the last one: when was your first kiss?*

Ashley Rickards: *My first kiss was when I was... fourteen?! And I literally thought I was gonna die, because he suffocated me with his tongue. It was a horrible experience. And I do hope to start a foundation... [80].*

In the example, the respondent answers a delicate question about his first kiss. She admits that the first kiss was not pleasant, but caused quite the opposite feeling.

Tactics of explanation within the framework of information strategy are used by the respondent when he tries to explain something to the audience, to justify in some way his words or actions:

Interviewer: *Do you think guys and girls can be just friends?*

Emma Roberts: *Yeah, I think you can. But I think if you think it could be something more why not go for it, because you know, like I don't know, love is much more rare than friendship. I think so, you know, in fact it could be something more, why not see if it is [71].*

In this passage, the respondent answers the question that worries many teenagers: "Can boys and girls be friends?". The respondent does not deny this possibility, but urges the audience not to be afraid to express their feelings to a friend. The respondent implements the tactics of explanation by using narrative, common sentences that begin with the same phrase that expresses the subjective modality I think ...

Interviewer: *Would you rather have a girl get you a gift from a store or like a home-made gift?*

Respondent: *If it's something from a store that I particularly wanted or speaks a lot to my character, something she knows that'll make me happy then that's great! If that's something home-made that's great too... [65].*

In the example, the respondent explains to the audience that the main thing when choosing a gift for their "second half" is to find something that will suit her or him, will suit the character and personality. The tactics of explanation in this case are implemented using conditional sentences, which are introduced by the conjunction if.

The tactic of evading a direct answer in a conflict information strategy is used by the respondent when the interviewer's question is not entirely correct or personal. With the help of the chosen tactics the respondent avoids an unwanted question, diverting the conversation in the direction he needs:

Interviewer: *Have you ever fallen for a friend?*

Freddie Highmore: *No, yes... But not necessarily a friend. And I've never really been in a situation where I've known someone for a long time and then sort of developed these feelings for them [71].*

In this example, the respondent does not try well enough to avoid the question of whether she ever fell in love with her friend or comrade, because first her answer is a

negative no, then it changes to a positive yes. Evading the answer to this question leaves the audience with no choice but to guess what the true answer is.

Suggestion tactics and advice in an audience engagement strategy are used by the respondent when he/she tries to help the audience with a sensitive issue regarding the relationship with the opposite sex and friendship. Respondents try to help the audience, which consists of adolescents, because they are still inexperienced in these issues:

Interviewer: *How do you deal with having a crush on a friend?*

Emma Roberts: *I mean, I would say, you just have to kinda like feel it out and definitely hang out with them alone but I feel like when you're hanging out in big groups of friends and stuff, people act differently. So, if you're really serious about like try to hang out just the two of you and see, because, you know, boys and girls were both guilty of like acting differently in front of their friends. Not necessarily in a bad way but maybe just different. So, do definitely spend time alone with them [71].*

In this example, the respondent tries to help the audience with the question of what to do if you fall in love with a friend. This question is painful in adolescence, so the audience is looking forward to the advice of their idol. The chosen tactics are implemented with the help of narrative sentences, in which phrases are actively used that express assumptions, the possibility of performing an action try to hang out, definitely spend time alone with them.

Diggy Simmons: *Yo! What's up! This is Diggy and this is Ask An A-Lister. These are my tips with "Seventeen Magazine" and the first one is "How to get in with his friends". I think the biggest thing is to just be free. You know, just be yourself around them. And have a good time. If you are distant to yourself and paying attention to him, which is you know bad, if you do. But at the same time just interact with his friends and just be cool. And just let them get to know you. Stand of yourself, be the best you can do! [70].*

In the example, the respondent answers the question *"How to please your boyfriend's friends?"*. The respondent's advice is important for girls, because not only the opinion of the boy but also his friends matters to them. Tactics are implemented through the use of colloquial vocabulary, which brings the respondent closer to the audience, sentences in the imperative mood, conditional sentences, which are introduced by the conjunction *if*.

The tactics of gaining the audience's commitment within the strategy of audience involvement is extremely important, first of all, for the respondent, because the attitude of fans to him and their number depends on his behavior and answers. This tactic helps the respondent to increase their own popularity:

Interviewer: *Would you date a fan?*

Hutcherson: *Well, here is a thing – I don't really put any pre-requisites on whether or not I'm gonna date someone. Maybe... So potentially – yeah. I mean, there's a lot of things that gonna have to be also. But I think that yeah! There's no reason why wouldn't I, if she's the coolest person. Totally! [76].*

In the example, one of the audience asks the respondent if he would dare to meet a fan. The respondent does not rule out such a possibility, especially if this girl will be the most beautiful person for him. However, we see that the respondent hesitates, this is noticeable in his phrases, which include tokens such as *potentially*, *perhaps*, he actively uses colloquial vocabulary. Such an answer cannot but be liked by the audience and can guarantee the respondent popularity among the weaker sex.

Self-assessment tactics within the strategy of self-presentation are used by the respondent to emphasize their own unusualness, dissimilarity with others or to determine their own unique trait:

Interviewer: *"My best friend and I like the same guy. What should I do?"*

Bellisario: *Oddly enough I have always had, I suppose, the strangest taste in men, because I've never ran into a problem of my friends and I liking the same guy. And especially not on Pretty Little Liars. Nope! Every time when other girls are like*

“Oh, my God, look at that guy!” I’m like ouch... Oh, my God, I’m sorry... him? I don’t know what I would do. I guess... First of all see how much you guys both really like him, cause there’s probably a discrepancy. You probably don’t like him the same. And if you find out that she likes him more than maybe find something that you really find unattractive about him?! And then like focus on those things! Or if not... If it’s really worth it... fight for what you love. I know, you’ll be friends anyways! [72].

In this passage, the respondent tells the audience that she has a strange taste in choosing the guys she likes, and her choice never coincides with other girls. This allows her to avoid certain problems with her friends. To emphasize his unusualness, the respondent uses adverbs that express the categoricalness of never, always, as well as the adjective of the highest degree of comparison strangest.

Tactics of openness in the strategy of self-presentation are often used by respondents in communicative topic "Friends and Relationships". The sincerity and openness of the respondent is immediately felt by the audience. Respondents use this tactic to tell about their own experience of relationships with the opposite sex, to share their own feelings and experiences:

Justin Bieber: *I embarrassed myself in front of a girl, I took some girl out to eat. I took her out to Italian. So, it was not the smartest idea, because I had, you know, red stuff all over my face and stuff. So, don’t take a girl to Italian food because... especially for the first date. You don’t want, you know – get stuff all over your face [74].*

In this example, the respondent talks about an annoying situation that happened to him on one of the dates. The situation was unpleasant, but he tells it to protect the audience from such mistakes. This tactic is implemented with the help of narrative sentences, emotional vocabulary, and to describe his mental state at that particular moment the respondent uses a verb with a negative connotation to embarrass.

Interviewer: *Do you have any romantic stories that happened at Juilliard?*

Jessica: *The guys didn’t like me, when I was growing up.... I had braces, I was like taller than all the girls and most of the boys. [91].*

In the example, the respondent, answering questions about romantic relationships from the past, admits that her appearance did not add to her popularity at school. In her answer, the respondent uses the emotional vocabulary *guys didn't like me* to emphasize the truth of her words. Such an answer can encourage many members of the audience, because teenagers do not always feel comfortable in their own body, struggling to adapt to certain physiological changes or simply lacking self-confidence.

In the communicative topic "Friends and Relationship" the dominant strategy is to attract the audience, the linguistic means of expression of which are:

- 1) modal verbs can, may, should;
- 2) particles too, far too to enhance expressiveness;
- 3) exclamations Oh, my God! Oh, Lord;
- 4) dividing questions;
- 5) one-word and ring repetitions;
- 6) emotionally colored vocabulary (pretty, ugly, awesome);
- 7) synonyms;
- 8) slang.

3.2.2 Communicative topic "Fashion and Style": strategies and tactics and means of their implementation.

Nowadays, fashion is not just a style of expression, it is a mass mental phenomenon. She finds expression not only in clothes, but in almost everything. Adolescents are most exposed to fashion. Modern newspapers and magazines for teenagers place advertisements of well-known companies, dictate what clothes to choose, what to listen to, read, drink and eat.

The appearance of adolescents, who until recently were young children, is often not clear to parents. However, it is with the help of clothes and appearance that teenagers try to express themselves [3, p.59].

This topic is one of the most discussed in online interviews. Teenagers not only follow the fashion trends offered by world designers, but are also interested in the secrets of the style of their idols.

Analysis of research materials revealed that the lexical-semantic group - "Fashion and Style" is represented by the following language units:

- nouns: accessory, brand, closet, design, designer, fashion icon, hairstyle, jewelry, look, outfit, risk-taker, runway, shoes, shopping, trend;
- verbs: to accessorize, to buy, to dress, to shoot, to shop, to wear, adjectives casual, chick, classy, glamorous, grunge, leather, normcore, punk, stylish, trendy, vintage.

Through a detailed analysis of online interviews, we identified the most common tactics used by respondents in a communicative topic "Fashion and Style."

Tactics of demonstrating one's own ability to have a conversation within the framework of a topical control strategy are used when the respondent is not afraid to take the initiative during the conversation with the interviewer and change roles with him:

***Interviewer:** How would you describe your personal style in general, your around?*

***Cait Barker:** My personal style is definitely casual. I love wearing anything easy. And maybe throwing a dress on, to add a little bit of a girly touch to it. What are some of the trends that we should be looking up for when we are going back-to-school shopping?*

***Interviewer:** The first one being punk and another one that we talked about is grunge and having that great flannel shirt. And the last one is something we like to call "great romance". Which is a very flirty way of taking something like a special lace dress and putting a big cozy net sweater over it.*

***Cait Barker:** Ok, great [99].*

In this example, the respondent first answers the interviewer's question and immediately asks him a counter-question about next season's fashion trends. The answer to the question is of interest not only to the respondent, but also to all members of the audience. As we can see, the tactic of demonstrating one's ability to have a conversation is implemented through a counter, special question, which is aimed at the interviewer.

Tactics of enhanced exaggeration in the strategy of demonstrating the respondent's attitude to the interviewer's message are used by the respondent to express admiration, dissatisfaction with a particular item of clothing or accessory, fashion trend:

Ashley Greene: *My prom was kind of like a fairy tale and it's great! I, you know, I went with my high school sweetheart. I actually paid for everything myself and so I think it kind of made it that much more special and I picked out this amazing, I mean, really fitted dress that was gold and bronze sequence and a really low, plunging neckline! My mom said, you have to wear a shawl or your dad's not gonna let you out of the house [86].*

In the example, the respondent uses the tactics of enhanced exaggeration, which is implemented through exclamatory sentences, emotional vocabulary to express admiration for his prom *like a fairytale*, a beautiful dress *amazing, really fitted dress* and a wonderful atmosphere *much more special*.

Interviewer: *What about your shoes?*

Respondent: *And my shoes... Sneaker wedges are from "Sam Edelman". I love them! They are super comfortable. I love them! Love them! Love them! Have this really cool watch from "ALDO". It comes with interchangeable bandages. And I also got these bangles from "Forever21". This necklace I also got from "Forever21". This bag my friend actually made for me! She got it on a market. And she put these letters in leather and stitched them on. And she also did a little bit of stitching right here [93].*

In the example, the respondent cannot hide his delight from his favorite clothes, which bring real pleasure. To do this, the respondent uses emotional vocabulary,

exclamatory sentences, repetitions. To implement the tactic, the respondent repeatedly uses the phrase *Love them*, adjectives in combination with intensifiers *super, really*.

Tactics of communicative support of the interlocutor within the strategy of demonstration of the respondent's attitude to the interviewer's message are used by the respondent when the other communicator is not confident in appearance and needs approval and encouragement:

Respondent 1: *Right now I really love boyfriend denim. They are in all the stores right now. That's easy to find. I've also been look for some in vintage shops and thrift stores. Man's jeans and dressing them myself. I really love that trend right now.*

Respondent 2: *That's really cool. I think that those who're wearing boyfriend jeans know a good way about it [99].*

In the example, the respondent uses the tactics of communicative support of the interlocutor, expressing approval of one of the trends. And adds that true connoisseurs of fashion make the same choice. The respondent expresses his own opinion using the language structure of expressing the subjective modality I think.

Interviewer: *I look really good in pants! I look good in pants too!*

Respondent: *Yes, you do! [83].*

In the example, the respondent agrees with the interviewer that he looks good in his pants, they fit him. This tactic is implemented with the help of an exclamatory sentence that agrees Yes, you do! and is designed to improve the relationship between communicators.

Tactics of giving a direct answer to questions within the framework of information strategy are quite often used by communicators during Internet-interviews:

Interviewer: *Did you like today's photoshoot?*

Ashley Benson: *Totally loved it! I don't really wear a lot of dresses and, you know, colors. And that's why it's kind of fun to explore that today that side of me, and I felt more girly and fun. My favorite part of the shoot was everything. I mean the clothes*

and the hair and make-up and just, I mean, it's my first cover shoot ever. It's really exciting and it was really fun and playful and it's awesome [67].

Interviewer: *Is there something that you have that is your go-to item every fall you bring it back?*

Brittany Balyn: *I'd say my go-to item every fall is my pair of studded boots [89].*

In both examples, respondents use direct questioning tactics to answer questions that relate to their fashion preferences and tastes. In the first example, the respondent first presented a short answer, which was then accompanied by a detailed explanation. In the second example, the respondent immediately went on to inform the interviewer and the audience about the fact that interested them.

The tactics of explanation within the framework of the information strategy allow the respondent not only to answer a specific question, but also to justify it:

Interviewer: *How would you describe your personal style?*

Ashley Greene: *Well, my personal style is pretty laid back and casual and easy and I love black. I think the easiest way to kind of class and dress something up if you do jeans and a black top and black heels. I don't like to overdo it, so I'm a big believer in kind of believing of having this a staple piece and then adding on an accessory or a purse or a bag to kind of jazz it up a little bit [86].*

Interviewer: *Do you dress like Hanna Montana?*

Respondent: *My style is very different than Hanna Montana character. I like a little bit more of like... I like all black and mix it with stuff that makes it still like chill and you know never too dressed up. And Hanna likes heels and a lot of like bling. And I'm wearing flats or boots and it's kinda chill stuff [98].*

Interviewer: *Touching your style here as kids. Did your parents ever dress you the same cause you're twins? Did you ever have to put up with that?*

Respondent: *The truth is that we were not necessarily drawn to what girls wore and we were not necessarily drawn to what guys wore. We were on this very*

ambiguous great area. We were into these mutual things. So there was usually one brown snow suit. That was like – We both have to get this one. It was confusing. So we did sometimes pick the same things. And we turned twelve, we went to the grade seven. And we can rushing home every Thursday. And we were like “We are nerds. Help!”. And my mom was “We need to get you Dr. Martens, we need to get you like, you know, GAP and like Club Marco”. We were really cool. It was like “I told you, guys, when you were buying all those Mickey Mouse sweaters you were gonna be very cool”. That’s when we started paying attention to fashion [84].

In all three examples, respondents try to explain why they chose this style of clothing. They talk about how clothes reflect their personalities. They implement the tactics of explanation with the help of narrative sentences with tokens related to the theme "Fashion and Style".

Tactics of evading direct response in a conflict information strategy are usually used by respondents to avoid an unwanted question:

Osve: ...Shoes are from Jeffrey Campbell and I love them.

Interviewer: How many inches are they?

Osve: I’m not even sure... [100].

In this example, the respondent uses the tactic of avoiding a direct answer in order to avoid the question of the height of his heels, because they are extremely high. The respondent uses the modal word sure, which together with the negative participle not expresses uncertainty.

Tactics of using objections as a hint in a confrontational strategy are used by respondents when they do not have much desire to discuss the proposed topic, but facial expressions and intonation can tell the audience what the true answer is:

Interviewer: You’re like boat shoe only... I’ve seen like lots of whales on your pants before.

Rumi Neely: I don’t have whale pants! [94].

In this example, the respondent tries to deny the fact that he likes to wear pants depicting whales, but his ascending intonation suggests otherwise.

Suggestion tactics and advice in an audience engagement strategy are used by the respondent when he or she seeks to share style secrets with the audience, or to give advice on what should and should not be worn in certain situations:

Respondent: *Don't wear something for somebody else to make somebody else happy and make sure that you're comfortable. It is regardless how many other people say it looks good on you and you're not comfortable. It's gonna show and you're not gonna feel good and you're not gonna look your best [86]*

Shay Mitchell: *My advice for taking a great photo on prom night is to have fun. Because if you are having fun, no matter what way the shot turns out, it's gonna be a great photo [68].*

As we can see, in the two examples above, respondents give the audience fashion advice not only based on current trends, but also based on their own experience and preferences. To implement this tactic, communicators are helped by imperative or exclamatory sentences that have such tokens as don't wear, my advice is....

Self-promotion tactics within the self-presentation strategy are used by respondents to advertise a specific product to which they are directly related:

Ashley Green: *I mean, the dress is like \$200, \$300. They're expensive. They're not cheap and so, yeah. I definitely had to save. I've probably saved my lunch money, too. I can't remember. Actually, we do Donatemydress.org and that actually helps girls get prom dresses that can't afford them and donate them and distribute them. So, I'm trying to help out, because I understand how hard it is[86].*

In this example, the respondent says that she is involved in the work of a charity organization, which aims to raise money for teenage girls for graduation dresses. In this way, teenagers have the opportunity to have a great time with their peers, without worrying about their appearance and without spending the family budget. This tactic is

implemented by naming the website of the organization that launched the charity event Donatemydress.org.

The tactic of creating "one's own circle" within the framework of the self-presentation strategy allows the respondent to show off his star friends and acquaintances. The aim of such message is intended to increase the status of the respondent:

***Nina Dobrev:** And my style inspiration is Kayla Ewell. She's on "The Vampire Diaries", she's actually is my roommate and it's funny, because we will literally sometimes dress exactly the same. And then walk out like "Hey we're going out. Wait, are we wearing the exact same outfit?" So, we kinda take from each other [81].*

In this example, the respondent reports that the muse of her style is her friend and actress of the popular series. The respondent also emphasizes that they are extremely close *we take from each other, dress exactly the same*. The respondent implements the tactics of creating - "his circle" by calling the actress of the famous film his girlfriend and roommate she's my roommate, which brings her closer to the circle of famous people.

***Respondent:** Unknowingly Kate fulfilled a dream of going to Costume Institute Gala. And that was so much fun. And we went to the party afterwards. Oh, we had a Taylor Swift and Karlie Kloss moment [95].*

In this example, the respondent shares with the audience information about his trip to one of the gala evenings, introducing his own name Costume Institute Gala. Also, the respondent emphasizes that there was a large number of stars of the film and fashion industry, lists the names of several celebrities Taylor Swift, Karlie Kloss. Thus, the respondent tries to join the "star" circle.

Tactics of self-assessment within the strategy of self-presentation in a communicative topic "Fashion and Style" allows the respondent to describe and evaluate their own style or appearance:

***Respondent:** I don't look good in a trouser or anything that says "trousers".*

Interviewer: Ok.

Respondent: Or slacks.

Interviewer: Maybe later in your life you'll have a trouser epiphany.

Respondent: I look good in a pant.

Interviewer: Ok.

Respondent: I mean, I don't say I look good. I'm saying it's decent.

Interviewer: I look really good in pants! I look good in pants too!

Respondent: Yes, you do! [83]

In the example, the respondent independently tries to assess their own appearance. The respondent tells the interviewer and the audience what is appropriate for her body type and what items of clothing she categorically avoids. Self-assessment tactics are embodied by the respondent by repeatedly repeating the phrase *I look good in....*

The tactics of compliment within the strategy of self-presentation allows the respondent to express his positive attitude to the appearance of friends, colleagues or just an average person:

Taylor Momsen: I love Taylor's look. You know she's got depth in it, very sort of punk rock, Dirty Harry vibe [69].

Respondent: My fashion icons throughout the years ... I really like Keira Knightley style. I think her style has evolved. And I really like the way that she incorporates vintage as well as new. I just love watching Red Carpet [97].

In these excerpts from online interviews, respondents express admiration for the appearance and sense of style of stars through the use of emotional vocabulary *I like, I love*. In addition, respondents try to justify their choice.

3.2.3. Communicative topic "Beauty and Health": strategies and tactics and means of their implementation.

Adolescence is sensitive to the development of personal self-awareness. In turn, one of the components of human self-consciousness is the awareness of one's own physical - "I". Awareness of the bodily image, its aesthetic effect is one of the important conditions involved in the formation of personality, and one of the regulatory factors of behavior of any person. One or another assessment of their appearance can lead to changes in health and regulate the nature of relationships between people [13].

This age is full of contradictions and painful experiences. Attitude to one's own appearance is one of the problems that worries both sexes. The teenager is not only extremely meticulous in assessing his own appearance, but also too vulnerable to its assessment by other people, especially peers. Comparing himself, he forms an idea of himself, creates an image of his psychological and physical "I". For a teenager, appearance is not just a reflection in a mirror. It is confidence and sociability, a pass to any company and status in the team. Attitude to one's own appearance can be the basis of self-esteem in general.

In online magazines, beauty and health issues are inseparable. Today's teenager is not only concerned about his own appearance, but also worries about his own health. Today, sports, healthy eating and lifestyle are important components of a teenager's life. Fortunately, a large number of adolescents choose a healthy lifestyle, rather than bad habits as a way of self-expression.

A detailed analysis of the studied Internet interviews revealed that the lexical-semantic group "Beauty and Health" is represented by the following language units:

- nouns: body, concealer, energy, gym, hair, health, lipstick, make-up, mascara, moisturizer, skin, weight, verbs to highlight, to rest, to work out;
- adjectives with a positive connotation: beautiful, fit, healthy, natural, organic, pretty, relaxing, skinny and adjectives with a negative connotation old, wrinkly.

Let us take a closer look at the strategies and tactics used by respondents to Internet interviews in the "Beauty and Health" communication topic.

Tactics of self-promotion within the strategy of self-presentation is used by the respondent to demonstrate professional merits and promote the product of their own professional activities:

Respondent: *Well, I'm, as you all know, "Beauty Smarty Alexis". New Yorker, born and raised. Twenty-one years old. I just love life. I love make-up and I just wanna share everything with you, guys! I think everyone's great, everyone's wonderful. I just wanna say "Hi"! [79].*

In this example, the respondent talks about himself, a beauty expert, and emphasizes that he is ready to share all the secrets with the audience. Tactics of self-promotion are manifested by naming the program in which the respondent participates "*Beauty Smarty Alexis*".

Self-assessment tactics in the framework of self-presentation strategy are used by respondents to objectively assess their own appearance:

Interviewer: *What about you? Are you normal built? What do you think you are?*

Respondent: *Well, that's the thing, I don't know what I think of myself and what I am to other people. But I think I am kinda normal. I can definitely go to the gym a couple more times [66].*

In given example, this tactic is used to assess the respondent's own appearance, in particular body structure. He reports that he would not mind going to the gym several times. At first, the respondent assesses his/her abilities without giving a specific answer *I don't know*, later, after weighing all the pros and cons, he/she says that he/she is completely satisfied with the appearance of *I am kinda normal*.

Tactics of openness in the strategy of self-presentation are used by respondents to reveal their own secrets, still unknown sensitive information, or to communicate their own point of view, without hiding their opinions from the audience:

Interviewer: *What do you think in general most guys like about a girl's body?*

Respondent: The boobs, butt, face, stuff like that... Which is... Everyone has his carnal desires and I mean I do too... But on the whole if you're looking for a relationship you gonna look past these things [66].

In the presented example, the respondent, using the tactics of openness, openly tells about what exactly boys like in the bodies of girls.

Interviewer: I know you've been dealing with some family health issues and it was pretty hard.

Kelly Osbourne: There's always something going in my family: my mom had cancer, my dad was in a coma, then he broke his neck, now my brother has MS. I mean, it's always something, but what I've realized: that's life! [96].

In the example, the respondent honestly tells the truth that her family has faced a number of health problems. Such information shows audiences that Internet respondents, celebrities and celebrities are the same people and face real problems, regardless of their social status. The respondent begins the answer with the phrase *There's always something going in my family*, describing all the troubles her family has encountered.

3.2.4. Communicative topic “Entertainment and Hobbies”: strategies and tactics and means of their implementation.

Adolescence is a time of experimentation, trial and error. The desire to find their own feature, individuality forces to look for means of self-expression, one of which is a hobby. A hobby is an activity in which a teenager finds a way out of his feelings and enjoys it. This is what is interesting to him, what fascinates and attracts for a long period of time.

A hobby for teens can be anything. There are many hobbies and activities that adults do not perceive as a hobby, but despite this, they are of great value to teenagers - it's reading books, photography, travel, going to the theater or watching movies, classes in a creative club or gym, listening to music, etc.

Analysis of our research revealed that the lexical-semantic group "Entertainment and Hobbies" is represented by the following language units:

- nouns: baking, bike, celebrity, comedy, concert, cooking, fun, karaoke, lifestyle, magazine, movie, music, photography, photoshoot, shopping, show, surf, yoga;
- verbs: to act, to cook, to dj, to make food, to read, to sing, to travel, to watch, adjectives amazing, excited.

Tactics of self-promotion within the strategy of self-presentation are used by respondents to advertise the product of their own activities, which can be anything from books to perfumes:

Shay Mitchell: The next half of season two of "Pretty Little Liars" you are going to witness some crazy twisted in-turns. Secrets are gonna be spilling out and you might find who "A" is [68];

Taylor Momsen: Twitter me! Twitter me, Taylor Momsen. It's the only official twitter account for me, for the band. Any other one is fake. So, it's just that one. And go get the record "Light Me Up" today! [69];

Interviewer: Carrie Diaries, second season... What can we expect?

Respondent: The first couple episodes of "Carrie Diaries" are in New York. We see a lot of the City. It is aged up a little bit. A little bit more sassy. She's growing entertaining [88];

Respondent: *My new book, "Sweet Little Lies" is coming out in February. It picks up where the first book left off. It was a lot of fun to write because the first book you have to worry about character development. And you know introducing the situation and where they live. In the second book I just gotta, I got to jump right into the story and the drama. So, it was really fun to write [78].*

In examples above, respondents briefly tell the audience about the upcoming series of the series in which they are filming, encourage them to download their new music records, and announce the release of a new book. Respondents implement self-

promotion tactics by naming the products of their own professional activity “*Pretty Little Liars*”, “*Light Me Up*”, “*Carrie Diaries*”, “*Sweet Little Lies*”.

Tactics of creating "their circle" within the strategy of self-presentation are used by respondents when they want to become part of a certain society:

Interviewer: *Has you fame influenced your whole experience at all?*

Respondent: *In our class we did this “Television Week” asking about what were your favorite shows in childhood. And this one boy was like “I liked iCarly”. They all turned and looked at me. But nobody mentioned that in the class. I didn’t even know if they knew. I just had to go with it. That was funny [87];*

Interviewer: *You seem to like hanging out with Paris Hilton (shows her another picture).*

Respondent: *I remember sitting there, going “Is this real life? I feel like it happens a lot to me”. I’ve been put in these situations going “Am I actually here? Is that person actually talking to me? Wait, what I am doing?!” [88].*

In these examples, respondents, using the tactics of creating - "their circle", try to convince the audience that, despite their status - "stars", they do not really feel that way and are still embarrassed in certain situations. Thus, lowering their own social status, the respondent becomes closer to the audience.

The tactics of compliment within the strategy of self-presentation are used to express a positive attitude towards a person, object or phenomenon:

Respondent: *I am a big fan of Teen Vogue. It’s very creative. I think it is for young. They mix and match so much stuff. I think it’s very innovative. And I’ve loved everything that I wore today, it was so much fun [92].*

In the excerpt from the online interview, the respondent expresses his admiration for the work of the staff of one of the publications for teenagers with the phrase *I am a big fan, I love everything*.

Interviewer: *Okay, anyway, so first question. Are you doing any Taylor Swift songs in upcoming episodes of Glee?*

Respondent: *Not that I know of but I'm a huge Taylor Swift fan. I think she is amazing. I think that "You Belong With Me" would be an awesome song to do on the show. So, I would hopefully, that would be awesome and I would like to sing with her too. So, so let's see [73].*

In this example, the respondent expresses admiration for the work of one of the singers. And adds that he is her fan *I am a huge fan; She's amazing.*

Tactics of openness within the strategy of self-presentation allows the respondent to open up to the audience as much as possible, to share their own thoughts and feelings:

Interviewer: *Do you get nervous before a big kissing scene?*

Respondent: *No, I am never nervous before a kissing scene. I think maybe the very first one that we had to do back on first Hunger Games, because it's a new person you haven't kissed before. And your face is pretty close when it happens, very intimate. But, no. Jennifer and I are such good friends. It is a little weird to have to kiss her, only because we are close friends [77].*

In this example, the respondent admits that he was nervous during the filming of the kiss, because his colleague is also his good friend. He admitted that he felt strange kissing his girlfriend.

3.2.5. Communicative topic "School and Career": strategies and tactics and means of their implementation.

Awareness and interest in learning and the process of choosing a profession as a teenager is especially important, because it is during this period that he takes the first steps on the path to a future career.

At some point, everyone begins to think seriously about their future lives and careers. However, teenagers are not always interested in learning and future careers, because there are a lot of interesting and unknown things around. Although conscientious learning will help them to get a quality education and reach career heights, teenagers do not pay much attention to this topic.

In our online interviews, this topic is the least discussed among communicators. That is why during the discussion of the topic "School and Career" communicators try to convey to the audience that the success they have achieved did not come to them by accident, but is the result of hard work and dedication. It is important for teenagers to understand that they start the path to their future from school years.

Analysis of the materials of our study revealed that the lexical semantic group "School and Career" is represented by the following language units:

- nouns: advice, book, boss, business, campus, class, college, dorm, exam, experience, freshman, grade, homework, industry, internship, job, money, profession, school, student, studies, talent, test;
- verbs: to collaborate, to graduate, to intern, to interview, to learn, to motivate, to research, to work, adjectives busy, challenging, hard, junior , senior, sophomore, talented.

Respondents use the *tactic of creating "their circle"* as part of a self-presentation strategy to tell about famous friends and acquaintances. This will help increase their social status:

Chloe Grace Moretz: I would definitely say that working here is different than anything that I've done before. That's not every day that you get to do a 3D Martin Scorsese period film. Much less it's a venture, kinda kids film. I can't even describe what it's like to work with Scorsese. First of all, he is one of the sweetest guys I've ever met. He's super Italian. And he tells the coolest stories ever. He knows exactly what he wants and how to get it from his actors [90];

Chloe Grace Moretz: Well, actually, now I work with Blake Lively on my new film "Hick". She is just like a sister I've never had. You know, she is awesome. And that's the other reason why I like "Gossip Girl" so much. I'm like "Oh, my God. Hello, Serena Van Der Woodsen!" And she's like "Oh, shut up!" [90].

In the examples, the tactic of creating "your circle" is used to tell about your colleagues - "stars". Well-known colleagues are able to draw the audience's attention to

the works of little-known representatives of show business. Using the tactics of creating "their circle", respondents name the names of celebrities *Martin Scorsese*, *Blake Lively* and the work that made them famous as "*Gossip Girl*".

Self-assessment tactics within the self-presentation strategy are used by the respondent in order to focus on their own uniqueness and uniqueness:

Respondent: I'm really lucky 'cause I get to see what all of these different things I guess who you know work as a designer. I get to work as a writer. And then now I'm starting as a producer and working on the development of "L.A. Candy", the movie. So, that's my newest path. I come out of my room in the morning, the other day and my roommate was like what are you doing? I was like well I'm ready for work. And she said what are you today? And I said today I'm a designer 'cause when I'm a writer I'm wearing pajamas [78].

In this example, the respondent says that due to previous experience he has a unique opportunity to try himself in various areas of show business.

Lily Collins: I wanted to be an actress since I was little. I've always loved the style. I've always loved been creative and having audience. And I've also loved journalism, so I started writing for magazines at 16 and I went to school. And I pursued acting on the side and auditioned. And finally I got "yes" with "The Blind Side". And from there it seems to be taking off for me [97].

In the fragment, the respondent says that she became an actress not by chance, but was always convinced that this is her vocation. And despite other hobbies, she always returned to acting. The respondent begins each sentence with the phrases *I wanted ..., I loved ..., I persued*

In the communicative topic "School and Career" the dominant strategy of self-presentation, linguistic means of its expression are: 1) one-word and circular repetitions; 2) comparison; 3) slang; 4) intensifiers *most, so*; 5) adjectives of the highest degree of comparison; 6) emotional vocabulary; 7) sentences in the imperative mood; 8) modal verbs *should, must*.

Conclusion to chapter 3

The most commonly used tactics of respondents in selected communicative situations: within the strategy of topical control tactics of introducing the topic; as part of the strategy of demonstrating the respondent's attitude to the interviewer's message, the tactics of enhanced exaggeration and the tactics of communicative support of the interlocutor; within the framework of the information strategy, tactics of direct answer to questions and tactics of explanation; within the framework of the conflict strategy of informing tactics of evasion of the direct answer; within the strategy of engaging the audience, the tactics of suggestion and advice, the tactics of gaining the audience's commitment; as part of a strategy of self-presentation, tactics of openness

CONCLUSION

Examining the issues of communication strategies and tactics as speech patterns of behavior, we came to the following conclusions.

There is no universally accepted definition of "communicative strategy" in modern linguistics. In general, this concept should be understood as a set of certain speech actions aimed at achieving a communicative goal. Unlike "communicative strategy", the concept of "communicative tactics" is understood as a speech action that solves the problem of a specific strategic goal.

In communication, the communicative influence of the speaker is manifested through the implementation of certain communicative strategies and tactics. Each communication strategy involves the use of communication tactics, which are aimed at obtaining the expected result or preventing the undesirable. It is generally accepted that communication tactics are integral to strategy. The implementation of a tactic should be consistent with the communicative perspective and communication skills.

Communicative strategy includes a set of macroscopic goals, and tactics - a tool to achieve these goals. However, when choosing communication tactics and moves, one should take into account the appropriateness or inappropriateness of the communicative situation.

Communication strategies are guided by the motives, needs and attitudes of communicators. The degree of their awareness depends on the level of cultural and psychological development of the individual.

Communicative strategy and tactics are an integral part of the analysis of any type of discourse, as strategy is a key component of the addressor's intentions and the addressee's interpretation. It is the strategy that determines the interactive characteristics of the communicative situation.

The basic principles of classification of communication strategies take into account the ways of creating a logically constructed, coherent, compositionally and

stylistically designed message that has a certain impact on the recipient, using a variety of speech tools, according to the purpose and specific conditions of communication.

The main problem of systematization of communication strategies and tactics should include a large number of views and approaches of both domestic and foreign researchers. Most scholars have concluded that it is unlikely to form a generally accepted classification of communication strategies that can be applied to all areas of communication.

The analysis of speech of representatives of different age groups shows that the communicative style of adolescents is aggressive and confrontational, characterized by non-recognition of the authority of other communicators, refusal to cooperate (without significant benefit) and attempts to level the socio-status characteristics of the addressee. These tools are absent or minimized in the speech of middle-aged and elderly people, whose communicative style is characterized by the presence of polite formulas and the general instructive nature of speech. The communicative style of young people is an intermediate stage between the styles of adolescents and middle-aged people, synthesizing their main features with a clear cooperative perspective of speech.

We found that the most relevant and popular topics for discussion during online interviews, which are posted in online publications for teens "Girl", "Seventeen", "TeenVogue" are "Friends and Relationships", "Fashion and Style", "Beauty and Health", "Entertainment and Hobbies" and "School and Career".

We investigated that the respondents of the Internet interview in the communicative topic "Friends and Relationship" most often use the following strategies and tactics: 1) as part of the strategy of topical control tactics to demonstrate their ability to talk; 2) as part of the strategy of demonstrating the respondent's attitude to the interviewer's message, the tactics of increased exaggeration; 3) within the strategy of demonstration of the respondent's attitude to the interviewer's message, tactics of communicative support of the interlocutor; 4) within the framework of the strategy of informing the tactics of direct answer to questions; 5) within the framework of the

strategy of informing the tactics of explanation; 6) within the framework of the conflict strategy of informing the tactics of evasion of the direct answer; 7) within the strategy of engaging the audience, the tactics of the proposal and advice; 8) within the strategy of engaging the audience tactics of gaining the audience's commitment; 9) within the strategy of self-presentation self-assessment tactics; 10) within the strategy of self-presentation tactics of openness.

In the communicative topic "Fashion and Style" respondents most often use such strategies and tactics as: 1) within the strategy of topical control tactics to demonstrate their ability to talk; 2) as part of the strategy of demonstrating the respondent's attitude to the interviewer's message, the tactics of increased exaggeration; 3) within the strategy of demonstration of the respondent's attitude to the interviewer's message, tactics of communicative support of the interlocutor; 4) within the framework of the information strategy, tactics of direct answer to questions; 5) within the framework of the information strategy, tactics of explanation; 6) within the framework of the conflict strategy of informing the tactics of evading the direct answer; 7) within the framework of the conflict strategy of informing the tactics of using objections as a hint; 8) within the strategy of engaging the audience, the tactics of the proposal and advice; 9) within the strategy of self-presentation tactics of self-promotion; 10) within the strategy of self-presentation tactics of creating "your circle"; 11) within the strategy of self-presentation self-assessment tactics; 12) within the strategy of self-presentation tactics of compliment.

The tactical arsenal of respondents within the strategy of self-presentation in the communicative topic "Beauty and Health" includes: 1) within the strategy of self-presentation tactics of self-promotion; 2) within the strategy of self-presentation, self-assessment tactics; 3) within the strategy of self-presentation tactics of openness.

The tactical arsenal of respondents within the strategy of self-presentation in the communicative topic "Entertainment and Hobbies" is represented by: 1) tactics of self-

promotion; 2) tactics of creating "your circle"; 3) tactics of compliment; 4) tactics of openness.

The tactical arsenal of respondents in the development of the strategy of self-presentation in the communicative topic "School and Career" is presented: the tactics of creating "their circle" and the tactics of self-esteem.

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