Linguistic Features of the Internet Language

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Abstract:

This article is devoted to the analysis of linguistic and linguocultural features of texts on the Internet. The features of various types of web resources - computer discourses, electronic media and educational resources, as well as the relationship of various types of texts in the structure of a web resource are considered and compared.

Keywords: Internet, web-resources, electronic media, computer discourse, web-page, Internet communication.

I. Introduction.

The Internet is no longer a new global means of storing information and communication, allowing people, regardless of their location, to receive the necessary information, enter into correspondence, choose goods to buy, get news, get an education, learn languages, etc. Statistical studies show that the Internet more than 116 million people use Russian. Today, the Russian language takes the second place on the Internet. 10 years ago, in terms of the number of speakers, Russian ranked sixth in the world, behind English, Chinese (including those who speak dialects other than Putonghua), Hindi, Urdu, Spanish and Arabic. Now he skipped ahead and French with Bengali. It should be emphasized that the information resources of the Internet are practically doubling every year, and the number of users is increasing by one and a half times every year.

The Internet environment is considered as a set of technical, functional, informational, social, economic, legal components that ensure the existence, functioning and activities of individual and group users that make up the Internet audience. Scientists talk about the significance of the linguistic aspect of the Internet and even about the emergence of such concepts as a virtual linguistic personality, a virtual community, virtual communication, a virtual language environment.

The modern Internet is a huge number of texts that are connected to each other by various kinds of links - hypertext links, topics, keywords, network location, etc. The following main features of web technologies that determine the functioning of text on the Internet are distinguished [6. P. 69]: interactivity, dialogue inherent in the very structure of the www; personal approach, consumer orientation of the text, allowing to take into account the needs and interests of various groups of people with the help of links, search engines, various kinds of menus; infocentricity, which refers to the hierarchy of information, its availability with varying degrees of detail depending on the request; measurability, assuming that the network has tools that make it possible to estimate the number of accesses to the text; interconnectedness built on hypertext technology, which allows you to link one text to others, etc. (Texts on the Internet. are interconnected by hyperlinks and in a sense form a huge text, all parts of which are connected by various kinds of hyperlinks).

II. Literary review.

The functioning of the Russian language on the Internet is of considerable interest to researchers. In recent years, several monographs and dozens of articles have appeared in the scientific literature on the features of the Russian-language Internet (the word Runet is often used as a synonym), on new speech genres that have appeared on the Internet in Russian, on the features of computer

communication in Russian (see the works of O V. Dedova, G. A. Trofimova, A. A. Atabekova and others). Unfortunately, these works do not yet allow a more or less objective representation of the actual functioning of various texts on the Web. This, in our opinion, is primarily due to the fact that a more or less detailed analysis of the features of the functioning of texts has not yet been carried out, depending on the communicative tasks of communication, the functions performed, and the methods of creating a particular text. In our opinion, the study of the Russian language Internet should be based on a number of very complex factors, in particular: the features of the Internet itself as a complex multifunctional hierarchical information system; sociolinguistic characteristics of the main user groups, their communication needs, language taste; taking into account the significant impact on the development of the Russian-speaking Internet of the English language and the culture and traditions of communication in English; trends in the development and change of the modern Russian language, which intensified at the end of the 20th and beginning of the 21st century; the processes of formation of new forms of communication, in a certain sense, and new speech genres, for example, as a result of the development of computer technology.

III. Discussion and results.

Currently, there is a significant increase in the number of publications devoted to the Russian language on the Internet. The following areas of research on the Russian-speaking Internet can be distinguished:

1) analysis of the language of the Internet in terms of compliance with the norms of the Russian literary language, in terms of the development and change of the Russian language;
2) the formation and functioning of a special computer discourse in chats, blogs, forums;
3) analysis of hypertext systems and ways of their implementation in the Russian Internet;
4) specific organization of web pages as a special type of text;
5) features of the functioning of the media on the Internet;
6) sociolinguistic and psychological characteristics of Internet users;
7) features of the functioning of network fiction, features of the language and style of network fiction;
8) Formation of computer terminology in Russian and features of professional computer jargon.

It should be emphasized that such a classification of the study seems to be rather conditional. So, many authors are not limited to only one aspect of consideration. Works by O.V. Dedova, G.A. Trofimova, for example, in many ways set the task of a comprehensive review of the functioning of the Russian language on the Internet.

The linguistic features of web resources are determined by a number of factors: the type of computer technology (for example, blogs, chats, and Internet media), the communication needs of users (communication, entertainment, information retrieval, learning), the sociolinguistic characteristics of users and text creators. We have chosen for comparison three groups of texts that function on the Internet. They are the subject of most research. The first group includes texts created by the users themselves (on-line) - blogs, chats, forums, the second - educational resources of the Internet, the third - the mass media on the Internet. Of course, such a division is rather arbitrary, since both educational and information resources of the Internet include forums, blogs, guest books, etc.

We also note that even if a printed text in an absolutely identical form enters the Internet, it still acquires special characteristics, in particular, it is included, introduced into the system of hypertext links, thereby becoming part of some other message, text, classified in search systems, some

keywords, terms are distinguished in it, the text can become part of another text, connect with audiovisual information, etc. All these various actions performed with the text on the Internet give it new features, qualities, thereby placing text into different classification groups. Access to text itself, for example, becomes dependent on hypertext links, on its distinguishing features in search engines. Finally, the text, placed in a text environment on a particular web page, thereby performs the functions of the main, secondary, additional text.

Particular attention should also be paid to the characteristics of users of certain resources, creators of Internet texts, participants in Internet communications. This seems important in connection with the definition and description of the so-called speech portrait of an Internet user. Obviously, the content and forms of communication on the Internet are determined by users. Now there is no doubt that the socio-demographic characteristics of Internet users differ from those of the population of the Russian Federation as a whole. The Internet audience largely consists of educated and socially active people.

In terms of content, all Internet resources can be divided into several groups. The first group will include reference texts related to purchases, sales, advertising; in the second - electronic versions of paper newspapers and magazines or electronic newspapers and magazines; in the third - educational resources abstracts, educational portals, online versions of textbooks; in the fourth - texts created in real time and in the form of free discussion on forums, teleconferences or so-called chat rooms, blogs (a similar classification of Internet texts was presented in the works of G.A. Trofimova). Other approaches to the typology of Internet resources are also presented in the scientific literature. Depending on the functional purpose of Internet systems, they differ: by target audience: schoolchildren, students, representatives of a particular profession, interest groups; by type of organization supporting the Internet system (state, commercial, educational, international, etc.); by functionality and purpose (search engines, catalogs, educational portals, electronic libraries, online stores); by thematic characteristics (information, entertainment, communication). Interesting results of the popularity of certain sites, changes in the dynamics of their development are presented in special ratings of Internet resources (see ratings on the portals www.yandex.ru, www.mail.ru, etc.).

On the Internet, relatively speaking, there are two types of texts. The first are simply electronic versions of printed texts. The second group of texts is texts that are designed to function in a given electronic environment, in connection with which they acquire special forms and perform specific functions. The latter can also be divided into two groups. The first group is texts that are created in real time, in a certain sense they are a written fixation of oral speech. The most striking example of such special texts is chats, blogs, forums, e-mails, communication in social networks. The purpose of these texts is to ensure communication between users. Their features are manifested in the fact that they combine oral direct communication and written form [5; 7]. To comply with the rules of communication on the Internet, special rules are created, recommendations for creating such texts, for example, emails, and blogs [9]. The second group is the texts with which various types of web pages are created. Such texts are quite stable, their linguistic features mainly depend on the communicative tasks that the creator of the web page sets (to report something, advertise something, and serve as a means of entertainment).

Each type of Internet resource uses its own special means of user interaction. Consider, for example, the features of the language of electronic media. Electronic media are divided according to various criteria. Some of them are exact copies of paper editions. Other publications are guided by the new possibilities of information technology (using databases, hypertext).

IV. Conclusion.

Each of the three considered content groups (electronic media, educational sites, computer communication in blogs, chats) has its own special means of organizing interaction with the user. For media texts, an important point is regular and fast updating, organization of interaction with the reader (surveys, readers' letters), active use of hyperlinks. For educational resources, first of all, the information component is important, hence the inclusion of traditional genres of scientific and educational literature (articles, abstracts), the use of deployed systems for searching for the necessary information, and the active use of the principle of databases for the accumulation and storage of information. Electronic communication on the Internet in real time seems to be a complex combination of different discourses: interpersonal communication (everyday discourse), official exchange and request for information (business discourse), discussion of scientific issues in newsgroups or conferences (scientific discourse), etc.

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