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Peculiarities of Adolescents' Speaking in the Information Society

Właściwości mówienia nastolatków w warunkach informacyjnego społeczeństwa

Summary: The article discusses the issue of adolescents' development during the era of transition to the information society, when information and knowledge become the main products. Increased volumes of information circulating in the world, developed communication technologies, expanded borders and opportunities for communications lead to significant changes at a personal level, namely in functioning of speaking as a tool of communication and consciousness development. The practice of adolescents' communications reflects the peculiarities of contemporary globalization influence, characterising contemporary social development, on speaking development and formation of a modern adolescent's personality in general.

Keywords: personality; adolescents; language; speaking; information society

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INTRODUCTION

The modern society is characterized by the global computerisation, a rapid transition to a new stage of development – the information society: "the third wave society"[1], post-industrial[2] or informational society, the society based on information, where the majority of areas of human life are being changed, in particular, relations between people and the process of personality formation. Globalization means expanding of communicative boundaries in all areas of human activities, emergence of a global information space, causing a lot of social consequences[3]. The modern informative and communicative technologies, mass media, having a great influence on all spheres of public life, lay in the basis of information mobility, prompting scientists in different areas (V. Afanasyev, D. Bell, V. Bibler , A.Toffler, E. Fromm, V. Sheiko, Yu. Schreder and others)[4] to explore and analyze the globalized information space influence on the rising generation[5]. The issue of interpersonal communication in new information formats and changes in the inner world of youth is becoming more and more important. Today, the future of children and young people will be the world of the informational and knowledge society, characterized by the following features:

– information and knowledge are the main transforming force in the society,

– the cycle of technology (industrial, social, educational, medical and many others) modernisation is shorter that the generation alternation time,

– continuing education and, if necessary, the capability to occupational retraining is a condition for personal success,

– person's life depends on his/her skills to find, receive, perceive timely and to efficiently use new information[6].

Thus, requirements for knowledge become higher in the information society; knowledge obtained depends on conditions of its acquisition, it is constantly being changed under the influence of new information flows. Knowledge is

[1] E. Toffler, *Tretia khvylia*, K.: 2000 [in Ukrainian].

[2] D. Bell, *Hriadushchee postyndustryalnoe obshchestvo: opyt sotsyalnoho prohnozyrovanyia*, M.: 1999 [in Russian].

[3] *Mnogolikaya globalizatsiya: kulturnyie raznoobraziya v sovremennom mire*, red. P.L. Bergera, S.P. Hantingtona, per. s angl. V.V. Sapova, M.M. Lebedevoy, M.: 2004, p. 378 [in Russian].

[4] V.A. Astafev, *Yndyvydualno-psykholohycheskye osobennosty polzovatelei sety Ynternet elektronnyi resurs.*, mat. konferentsyy «Psykholohyia XXI veka», Sankt-Peterburh 2003 [in Russian].

[5] [5] V.M. Sheiko, *Kultura. Tsyvylyzatsyia. Hlobalyzatsyia (conech XIX–nachalo XX v.)*, monohrafyia: v 2 t., Kh.: 2001, p. 520 [in Russian].

[6] Y.D. Kalandyia, *Kontseptsyia ynformatsyonnoho obshchestva y chelovek: novye perspektyvy y opasnosty*, [in:] *Chelovek postsovetskoho prostranstva*, red. V.V. Partsvanyia, Sankt-Peterburh 2005 [in Russian].

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a subjective image of an objective reality, that is an adequate reflection of the external and inner world in an adolescent's mind in the forms of representations, concepts, thoughts, theories, which constitutes continuous cognition of the world.

It is well known that adolescence is one of the most difficult periods in human ontogeny, it starts with developmental changes in child's social situation, has a rather vague age limits (from 9–11 to 14–15 years) and is considered as a transitional, critical period. For the first time, the psychological characteristics of adolescence were described by G.C. Hall[7], his studies were continued by L. Vyhotskyy[8], D. Elkonin[9], A. Leontiev[9], H. Remschmidt[10], F.P. Rice[11], V. Slobodchikov[9] and others, who identified the central contradictions of adolescence between the trends of personal individualization and socialization, namely: emergence of new psychological formations, laying of conscious behaviour foundations, creation of a common strategy as for moral values and social attitudes, formation of psychosocial identity underlying the phenomenon of adolescent's self-consciousness, which is the last and most valuable of all rearrangements. The concept of the communicative nature of consciousness[12] defines consciousness as knowledge ("common knowledge"), which can be passed on to other people in an abstract form; it arose in the process of evolution based on the need for communication, knowledge transferring and integrating efforts of well-organized society members – our ancestors. However, since a person's inner world is hidden from an external observer, information transferring from one person to another can occur only through abstractions in the form of signs. Such an iconic form of communication is speech, formed in communications, and consciousness emerges on the basis of verbal communications as the highest form of psychic interaction, inherent only to people. Since consciousness and language are inseparable as a way of interaction and transfer of mental contents from a person to a person, then language becomes an instrument of consciousness, thoughts and a form to fix and transfer an adolescent's mental contents to others. In the

[7] *Vozrastnaia psykholohyia*, red. T.D. Martsynkovskoi, M.: 2011 [in Russian].

[8] L.S. Vyhotskyi, *Dynamyka y struktura lychnosty podrostka Tekst*, [in:] *Khrestomatyia po vozrastnoi y pedahohycheskoi psykholohyy*, M.: 1980 [in Russian].

[9] V.S. Mukhyna, *Vozrastnaia psykholohyia. Fenomenolohyia razvytyia*, M.: 2011 [in Russian].

[10] Kh. Remshmydt, *Podrostkovyi y yunosheskyi vozrast: Problemy stanovlenyia lychnosty*, M.: 1994, p. 320, yl. / Per. s nem. [in Russian].

[11] F. Rais, *Psykholohyia podrostkovoho y yunosheskoho vozrasta*, Sankt-Peterburh 2000 [in Russian].

[12] P.*V.* Simonov, *Lektsyy o rabote holovnoho mozgha. Potrebnostno-ynformatsyonnaia teoryia vsshei nervnoi deiatelnosty*, M.: 1998 [in Russian].

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information society, adolescents are surrounded by a huge volume of information; everyone chooses for him/herself these pieces of information that suit him/her personally. A personality in psychology is a socially determined system of psychic qualities of an individual, determined by his/her involvement in specific social, cultural, and historical relationships (P. Simonov). The modern social environment includes a set of social conditions of an adolescent's life with such major factors as consciousness, activity and communication. Under such conditions, consciousness and speaking are a tool and material for formation and development of an adolescent's personality, his/her intelligence, will, feelings and forms of being; consciousness and speaking promote identification and satisfaction of material and spiritual needs, and the communicative practice in the written and oral forms implemented in everyday life requires a high level of speaking abilities. Adolescents should be able not only to express correctly and accurately their thoughts, but also to formulate intentions, to explain preferences aimed at best efficiency achieving, which is impossible without speaking abilities. That is why one of the priority tasks for an adolescent's personality formation is to increase their culture of speaking during learning in languages, and first of all during mastering of the native language. Therefore, the *purpose and tasks* of this article is to characterize speech functioning in the context of the current information society, to definite its specificity and characteristics that may hinder mutual understanding during communications and interfere an adolescent's personality formation.

METHODS

We used the following theoretical methods: the formal-logical analysis of scientific and methodological literature concerning the issue of information society influence of an adolescent's speaking development and functioning and formation of his/her personality as a whole; as well as empirical techniques (questionnaires, surveys) to identify adolescents' speech characteristics in communicative practice.

RESULTS AND DISCUSSION

Consciousness of the generation born in the information age – "Internet inhabitants" – is being formed in a qualitatively different way compared to people who were adolescents in the 20th century and these changes affects deeply adolescent's personality formation, his/her behaviour and speaking. The key symbols of the modern information age are computer technologies and the

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Internet. The Internet eliminates fragmentation of information, allowing a user to find interesting information and to distribute his/her own information, to enter into dialogue with others anywhere in the world, creating a global information space. People shifted onto machines the mental work of collecting, storing, processing, transmitting, receiving information and then processing of received information, formation of patterns and converting them, approaching to adequate reflection of the multidimensional world, new structure and product designing. Multimedia makes it possible to combine verbal and visual perception of information and to transform it interactively, to build a virtual world and act in it. Online information eliminates its fragmentation, allows any user to find or send necessary information, to enter into dialogue with others in every corner of the world, that all leads to creation of the global information space. Obviously, it is impossible without oral or written speech, so the language can be understood as a driving force of social development, language and speaking serve as a stabilizing and unifying factor in the information society where each person must acquire language and speaking abilities.

Thus, the information society is a society where every person has the need to master language and speaking abilities, culture, creativity, ability to store, process and implement information in oral or written forms in the situation of growing demand for knowledge, increasing share of knowledge workers, and such a society can provide a union of individualization and globalization.

The main content of new formations and adolescence specificity is the development of self-consciousness characterized by a sense of maturity, which defines the transition from childhood to adulthood, when an adolescent tries to find his/her place as an adult in real relationships between people, to determine his/her social position as a personality. It should be noted that there is a large amount of scientific literature where the role and importance of information in the formation of personality's certain structural components are explored from the different points of view (K. Abulkhanova-Slavskaya, R. Kelly, A. Leontiev, T. Malkovska, V. Petrovskiy, A. Rean)[13], as well as the issues of the mutual influence of the society, speaking, language, culture (S. Ermolenko, V. Rusansvskyi, O. Serbenska, B. Antonenko-Davidovich, M. Pylynskyi, M. Pentyliuk, E. Chak, A. Koval, L. Matsko, N. Babich)[14]. The issue of relations of "language", "speaking", "personality", "society" and "culture" is studied in philosophy, cultural studies, linguistics, cognitive linguistics, sociology, sociolinguistics, psycholinguistics, ethnic linguistics and, thus, is an interdisciplinary one.

[13] A.N. Leontev, *Formyrovanye lychnosty Tekst*, [in:] *Psykholohyia lychnosty v trudakh otechestvennykh psykholohov*, red. L.V. Kulykov, Sankt-Peterburh 2000 [in Russian].

[14] N.D. Babych, *Osnovy kultury movlennia*, L.: 1990 [in Ukrainian].

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The ideas formulated in the works of F. von Humboldt and his follower J. Weisgerber[15] show an inseparable relationship of a person and his/her mother tongue that affects his/her picture of the world throughout his/her life. Various aspects of adolescence were studied by B. Annenkov, E. Bondarevska, T. Butkivska, K. Abulkhanova-Slavskaya, N. Myronchuk, L. Golubev, M. Kiselyova, A. Lubenska[16] and it has been noted that significant changes took place in language functioning conditions in the late 20th–beginning of the 21st century, the issue of language as a communicative means, speech culture became important because of the following changes:

– quantitative composition of mass communication participants was increased (as for their age, education, occupation, political, religious, party, public interests),

– official censorship disappeared and speech of many people became more open, trusting, relaxed,

– spontaneous speaking prevails, which is not prepared in advance, speakers use simple linguistic elements, without paying attention to the rules of pronunciation, syntax, etc.,

– various communicative situations led to the changes of the communication nature, which became less formal but more relaxed, even vulgar, with slang, obscenities, etc.

The scientific interest to adolescents' speaking was also showed by speech therapists and linguists, who studied it at different levels[17]: the physiological bases of speaking abilities (M. Zhynkin, M. Hvattsev); relations between thought and speech (L. Potebnya, L. Vygotsky, S. Rubinstein)[17]; psychological aspects of speaking (N. Khomskyi, A. Leontiev); implementation of language functions in speaking (L. Potebnya, I. Gorelov)[18]; language mastering, speaking mechanism (A. Zahnitko); functional varieties of speaking (O. Kazartseva); culture of oral and written language (N. Huivaniuk, S. Ermolenko, P. Koval); speech disorders of children, adolescents and adults (L. Volkova, V. Tarasun, G. Chirkin, S. Shakhovska, M. Sheremet). Such interest has grown due to the increasing role of communications in the today's information society, requirements to its quality, speech image based on correct and expressive speech, which forms a first impression on a person, and due to dependence of adolescents' linguistic consciousness

[15] V.P. Danylenko, *Yazykovaia kartyna myra v teoryy L. Vaisherbera*, «Fylolohyia y chelovek» 2009 [in Russian].

[16] T.V. Orlova, *Ystoryia sovremennoho myra (XV–XX veka)*, K.: 2007 [in Russian].

[17] S.I. Doroshenko, *Naukovi prostory: vybrani pratsi*, Kharkiv 2009 [in Ukrainian].

[18] *Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky: Navchalnyi posibnyk*, K.: 2003 [in Ukrainian].

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formation on their individual speaking development, that all will help to predict the linguistic, spiritual and material life of the society for the next years.

It is known that adults' lives are more complex than children's lives and not all adults can meet the society demands. It is necessary for adolescents to master sphere of life in all its complexity during a relatively short period because of a large difference between the societies demands to children and adults, difference in their duties and rights; such a task is a serious psychological and pedagogical problem. The Law of Ukraine "On Social Services" (of 19.06.2003), the decree of the President of Ukraine "On measures to develop spirituality, morality protection and healthy lifestyle" (of 27.04.1999), the Law of Ukraine "On social work with children and youth" (of 21.06.2001) are the measures preventing the threat to moral and physical health of adolescents. Teachers and psychologists working in different fields of psychology, sociology, pedagogy, philosophy, political science – I. Bech, M. Holovatyi, G. Dubchak, V. Kazakov, M. Piren, A. Reber, B. Ananiev, T. Andreeva, A. Mudryk, V. Kuznetsov[19] – agree that adolescence is a very special phase of personality development. The peculiarity is that adolescents' speaking, as a process of individual language use, combines dialectically the general, which means mandatory preservation of language vocabulary, grammar, phonetic, intonation rules inherent in the language used by a speaker, and the individual, which makes it possible to differentiate one person's speech from another person's speech. Thus, adolescent's individual and personal capacities of speech development are involved in the process of personality formation. As a product of activities, speaking is refracted through a personality, speaking, as every action, has imprints of different individual peculiarities of a person, is a representation of his/her personality.

Since language education begins at school and is aimed to teach the language and develop speaking abilities during all childhood (up to 18 years of age), young people must be able to express accurately their thoughts and needs, to participate actively in communicative processes and to successfully use language tools according to set communicative objectives, goals and tasks. At the same time, modern adolescents are pupils at school, and their linguistic portrait would not be complete if we do not take into account the social characteristics of this age group, including social status, growing into the society, peculiarities of mental development and existing speech disorders that significantly alter adolescents' attitudes to themselves and to the society. In adolescence, language development is based on vocabulary expansion, learning of the lexical meanings of words from a native language. Moreover, adolescents can notice incorrect or non-standard

[19] *Ukrainska mova: Entsyklopediia*, K.: 2004 [in Ukrainian].

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forms and speech patterns, language mistakes in books, newspapers, speeches of radio and television presenters. Communication with peers and adults has a central place in adolescents' life, in a process of which they want to be a leader, to have authority, affection, be able to use speaking abilities depending on a communicative style and interlocutor's personality.

Thus, language obtains subjective properties being refracted through a personality in his/her speech and dynamic; successfulness and other characteristics of speaking activities are determined by his/hers individual psychological characteristics, indicating existence of a language personality, which means a personality expressed in language and through language and speaking.

In order to determine peculiarities of speech functioning in the modern realities of the information society, a questionnaire survey was performed with 9th-form pupils in Poltava general schools No. 1, 4, 5, 9, 10 from September to December 2016. The pupils were asked to answer a series of questions that can be grouped into three blocks, each of 10 questions. The first block of questions was aimed at identifying purposes and dynamics of Internet using, the second block revealed communicative types and means, and the third block determined possible psychological, linguistic or logopedic difficulties in communication.

As for the first block of the questions, 98.8% of the surveyed adolescents use the Internet for social networks, mainly through their phones and in a company of their friends (85.3%). The Internet is used as a reference source for homework, email, web resources, online gaming, chatting in rooms or forums, searching friends with common interests, creating their own web pages, and so on. The benefit of Internet communication for the majority (71.89%) was an opportunity to communicate without leaving own houses.

Answers to the second question block indicate that interpersonal communication prevails: adolescents like to communicate and communicate a lot, but mostly with peers 72.8%. Regarding a number of their friends, they believe that they have a lot of friends, even three-digit numbers are indicated, but there are people who have only 1–3 friends and do not have them at all. Interpersonal communication requires use of appropriate speaking means: adolescents should be able to speak quickly and originally, to correspond and exchange written messages in seconds, as if an interlocutor is physically present. Adolescents communicate online with phrases and short expressions, denoting emotions with emoticons, and, therefore, produce new communicative speaking, built on graphic symbols and words.

Answers to the third question block about possible communication difficulties show that half of the surveyed adolescents (49.36%) believe that they do not have any problems in communication, however, (68.19%) of adolescents noted

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that they encountered difficulties at dealing with strangers, not with peers or parents. As a cause, they often indicated fears, uncertainties (19%) or did not answer at all (59%).

The adolescents' completed questionnaires were examined from a linguistic aspect, namely what words are used in everyday life to express emotions, admiration, and gratitude, to call liked or disliked people, etc. The answers indicated a tendency to use jargon, obscene vocabulary; about 30% of the adolescents could not decide upon. So, communication becomes hasty and simplified: its syntax is close to the telegraph style, punctuation marks are absent, a lot of abbreviations, emoticons and deliberately changed words are used.

The adolescents' survey concerning logopedic problems indicate that there is a contradiction: it is necessary to speak nicely, competently, freely, but communicating online with graphic symbols, adolescents "speak" in different languages and understand each other, compensating, by multimedia means, shortcomings of their verbal speaking. So, speaking becomes extremely simplistic, primitive, emoticons and mutilated words are used more often, they become almost universally accepted in Internet communications.

The survey conducted among adolescents confirms existence of peculiarities in case of adolescent's communications: interpersonal communication via the Internet is widespread among modern adolescents, each adolescent has endless possibilities for communication; they have much more partners-friends in social networks than those in real life; adolescents notice mainly psychological difficulties in communications. The survey has revealed the peculiarities of speaking, namely a limited vocabulary, an elementary grammatical structure, mainly hasty, simplified dialogical speech, and different multimedia means helping to overcome shortcomings of verbal speech. However, adolescents send to special "youth" sites poems, feedback on TV shows and films, their observations and comments on school events and community life, and also create their own web pages, use actively the online mode during watching TV shows, communicative games; all this requires appropriate speaking means.

Thus, the revealed speech peculiarities indicate that speaking in Internet communication is arbitrary, refracted through a personality, individual psychological traits, and such speaking requires systematic individual development and correction to form an individual communicative style.

The notion of "individual communicative style" means a linguistic personality. Namely, a person who can command a speech situation and can rise above communicative circumstances, directs interactions into a required direction and, at the same time, creates communication by implementing personal temperament, communicative abilities, feelings and motives, individual psychological

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features, etc.; it means that a person enters a communication as a personality with all inherent features (I. Susov)[20]. Increasingly, we can find in the works of local linguists and educators such as M. Vashulenko, A. Savchenko, V. Tarasun[21], statements about necessity to form a "linguistic personality", namely at the school age, because pupils have the capability to master language. A language personality means a culture-bearer belonging to a particular linguistic cultural community united by culture continuity, commonness of its forms and relations between "cultural" and "language" consciousness[22]. Significant success in understanding and developing of the structure and content of a *linguistic personality* has been achieved by modern linguodidactics, where the linguistic personality is considered as a multilayered and multi-component set of language abilities, skills, readiness for speech actions of different complexity, classified, on the one hand, by the types of speech activities (speaking, listening, writing and reading), and, on the other hand, by the language levels, that is, by phonetics, grammar and vocabulary.

Psychologists think that a push for *language ability* formation, which is a potential for effective acquisition of oral and written language, is *speaking aptness* providing psychophysiological basis for speech acquisition, and the physical substrate of speech activities is the brain[23]. By the successful use of language abilities, a person acquires *linguistic knowledge* (phonological, lexical, grammatical) and encyclopaedic knowledge – a general system of ordered and hierarchic units of information about the world. Language knowledge leads to language competence formation. *Language competence* is the degree of assimilation of speech categories and units and their functions, comprehension of the laws and rules of language functioning; it depends on inborn linguistic capabilities and also on efficiency of used own linguistic abilities at a conscious level. The language competence, achieved by a person, significantly influences his/her own *linguistic picture of the world*[24].

In the 90s of the 20th century, linguists' recognition of a leading role of a person for language procreation and use led to highlighting of a linguistic personality in the new linguistic paradigm. In linguistics, the "linguistic personality"

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[20] Y.P. Susov, *Ystoryia yazykoznanyia*, M.: 2006 [in Russian].

[21] V.V. Tarasun, *Formuvannia movnoi osobystosti – novyi napriam lohopedychnoi roboty (teoretychne obgruntuvannia)*, «Defektolohiia» 2007 [in Ukrainian].

[22] O.M. Biliaiev, M.S. Vashulenko, V.M. Plakhotnyk, *Kontseptsiia movnoi osvity v Ukraini*, «Ridna shkola» 1994, № 9 [in Ukrainian].

[23] O.V. Yashenkova, *Osnovy teorii movnoi komunikatsii: navch. posib.*, K.: 2010 [in Ukrainian].

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term was firstly proposed by V. Vynohradov, but the idea of the individual nature of language proficiency originated in the 18th–19th centuries in the works of F. von Humboldt and J. Herder. J. Weisgerber[25], a German scientist, was the first who addressed this issue, he examined a linguistic personality in the light of the native language phenomenon. Yu. Karaulov[26] developed the "linguistic personality" model within the theoretical linguistic and linguodidactic aspects based on literary texts. This model includes three levels: verbal-semantic, cognitive and the highest one – pragmatic level, which correspond to the three aspects of communication: communicative, interactive, and perceptive. At the psychological level, consciousness takes the first place among all the elements of the cognitive component; consciousness is the most important element in the whole system[27]. As the highest form of reflection and the highest type of psyche, consciousness makes workable the whole system of elements, of which a linguistic personality is composed. The models of language formation of children with special needs, including speech disorders, and determination of its nature and levels were proposed by V. Tarasun. According to O. Pusyriov[28], a person achieves firstly the status of a linguistic personality and becomes a code-bearer, the next level is a speaking personality having effective verbal communication and a higher communicative level, as an emotional shell including verbal and non-verbal components. It means that, from the point of view of special and unique relations of "a person" and "language", we should distinguish a linguistic personality (a person having a certain language) as general; a speaking personality (a person who speaks) as special, and a communicative personality (a person who communicates) as individual. Further studies of the linguistic personality caused appearance of a number of related concepts. A personality appears in different capacities: "a person-speaker", "a communicative person", "a linguistic personality", "a speaking personality"[28].

The "speaking personality" term was firstly introduced by V. Kasnyh[29], who compared the speaking concepts of F. de Saussure and O. Leontiev. He made a conclusion on the necessity to distinguish four concepts for their theoretical understanding that are associated with various essences of the linguistic personality, these concepts can be understood as structural components of

[25] V. Humbolt, *Yzbrannye trudy po yazykoznanyiu*, M.: 2000 [in Ukrainian].

[26] Iu.N. Karaulov, *Russkyi yazyk y yazkovaia lychnost*, M.: 1987 [in Russian].

[27] F.S. Batsevych, *Slovnyk terminiv mizhkulturnoi komunikatsii*, K.: 2007, p. 205 [in Ukrainian].

[28] A.V. Puzyrov, *Opyty tselostno-systemnykh podkhodov k yazykovoi y neiazykovoi realnosty*, Penza 2002 [in Russian].

[29] V.V. Krasnykh, *Osnovy psykholynhvystyky y teoryy kommunykatsyy*, M.: 2001 [in Russian].

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the linguistic personality: *a speaking person*, that means a personality having among other activities the speaking activity; *a language personality*, a person manifesting him/herself in speech activities, having mastered specific linguistic knowledge and understanding; *a speaking personality*, a person who implements him/herself in communication, selects and implements a communication strategy and tactics, some communicative methods; *a communicative personality*, a specific member of a particular communicative act playing actually in a real communicative situation.

Thus, the revealed peculiarities of adolescents' speaking give a push to the interdisciplinary (psychological, linguistic, psycholinguistic, linguodidactic) research on a model for formation of a linguistic, speaking and communicative personality of an adolescent, its structure and content in the information society.

Thus, the results of psychological, linguistic, psycholinguistic, linguodidactic researches give impulse to interdisciplinary search of a model of adolescent's linguistic personality formation, its structure and content.

CONCLUSIONS

The determined characteristics of speech functioning in the modern realities of the information society can hinder communication in the network, prevent mutual understanding and slow down an adolescent's personality formation. Adolescence is characterized by existing relations between a native language and speaking, communication with peers and adults, personality formation, so mastering of a native language and speaking abilities must be in a focus. Attention should be paid to linguistic personality formation, this will enhance quality of comprehensive information received from the Internet very quickly, and it will become a powerful and promising tool for personal development in the modern conditions.

As for the prospects for further research, the results of the theoretical analysis of adolescents' personality formation in the information society show that this phenomenon is complex, has a different frequency, cannot be assessed unequivocally, but mastery of their native language and speaking abilities by adolescents in the information society is extremely important, because unsuccessful formation of speaking abilities inhibits personality formation. Depending on an aspect of a linguistic personality study, scholars[30] use different terms specifying the general notion of an adolescent's linguistic personality, depending on his/

[30] Y.A. Yaremenko, *Pedahohyzatsyy vlyianyia elektronnykh SMY na sotsyalnuiu aktyvnost lychnosty: monohrafyia*, Mahnytohorsk 2001 [in Russian].

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her communicative needs, the cognitive range and communicative competence manifested in communications[31]. So, the prospects for further analysis and studies of an adolescent's linguistic personality are based on examination of actual linguistic material of other countries, in particular on the study of various types of speech activities, communications, intelligence, spirituality, mentality, and emotions, which are the essence of a person.

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Streszczenie: Artykuł jest poświęcony problematyce rozwoju nastolatków w epoce przejścia do informacyjnego społeczeństwa, którego głównymi produktami są informacja i wiedza. Wzrostowi ilości krążących informacji w świecie, rozwojowi technologii komunikacyjnych, rozszerzaniu granic i możliwości komunikacji towarzyszą istotne zmiany na poziomie indywidualnym, a mianowicie funkcjonowanie mowy jako środka komunikacji i rozwoju świadomości. Praktyka komunikowania się młodzieży odzwierciedla cechy wpływu współczesnych realiów globalizacji w warunkach współczesnego społecznego rozwoju na rozwój mowy i kształtowanie osobowości współczesnych nastolatków.

Słowa kluczowe: osobowość; młodzież; język; mowa; społeczeństwo informacyjne