

Д. Лапунов (*ГУО «Средняя школа № 20 г. Могилева»*)

И. П. Ласточка (*научный руководитель*)

THE SPEECH ASPECT OF THE IMAGE OF A HIGH SCHOOL STUDENT (BASED ON THE NOVEL “LOOKING FOR ALASKA” BY JOHN GREEN)

Nowadays the genre ‘young adult fiction’ has become popular with teenagers and the young. Young adult literature is a branch of fiction intended for readers of 12–20 years old. The main characters of such a genre are teenagers or the young and the issues raised are close to them.

John Green is an American writer popular with teens. He is the New York Times bestselling author of “Looking for Alaska”, “Paper Towns”, “The Fault in Our Stars”. In his novels the writer succeeds in creating the images of teenagers and the young.

The relevance of our research lies in the fact that being familiar with the speech image of a foreign peer breaks the barrier in communication.

The aim of the research is to reveal the speech aspect of the image of a high school student (based on the novel “Looking for Alaska” by John Green).

The tasks of the research are as follows:

- to define the notion ‘image’;
- to depict major lexical and syntactical devices;
- to outline general peculiarities of the high school students’ speech;
- to fix lexical and syntactical devices in the senior students’ speech;
- to classify lexical and syntactical characteristics revealed in the students’ speech.

The object of the research is the image of a high school student in young adult literature.

The subject of the research is lexical and syntactical traits of the high school students’ speech.

The research is based on John Green’s first novel “Looking for Alaska”. The writer makes the protagonist Miles Halter the first-person narrator. Miles’ and his friends’ speech has become the material for our analysis.

John Green reveals the speech aspect of the image of a senior lexically, syntactically, morphologically and phonologically. The traits of the students’ speech are vividly reflected on the lexical level. This level is more than twice as numerous as the others put together.

While doing the research we have outlined a great number of fill-ups. The writer inserts such words as ‘*like*’, ‘*kind of*’, ‘*sort of*’, ‘*and all*’, ‘*and everything*’, ‘*you know*’ and others to simplify the student’s speech, make it more colloquial as well as to produce some mumbling effect.

John Green enriches the senior students’ speech with colloquial and slang words to disclose its informality and add some evaluation to the utterance. The author uses such lexemes as ‘*guy*’, ‘*dude*’, ‘*snot*’, ‘*geek*’ to range students. ‘*To buck up*’ means ‘*to cheer up*’, whereas ‘*to be pissed*’ means ‘*to be angry*’.

Miles’ and his friends’ speech is oversaturated with vulgarisms. They serve to reveal the students’ inner state, to express some criticism to the environment as well as to make the students sound extremely rude, impolite and vulgar at times. Thus, in the pattern ‘*What the hell do you say?*’ the lexeme ‘*hell*’ adds some emotionalism as well as criticism.

One of the most distinguished traits from syntactical viewpoint is the direct word order in questions and absence of auxiliary verbs. Thus, the questions “*You didn’t sleep?*”, “*And you know why?*” are the examples of the mentioned phenomena. Elliptical sentences are also present in the students’ speech. John Green makes the seniors’ speech laconic, energetic and lively and reveals its colloquialism via syntax.

Morphological and phonological traits are the least numerous and are represented by contractions and sound reduction only. There have been fixed such contracted forms as 'gonna', 'gotta', 'y'all', 'wanna', 'kinda', 'dunno', 'lemme' and others.

The students' speech is rather figurative and expressive. In the course of our research there have been analyzed lexical and syntactical devices inserted into the teenagers' speech. The devices sampled on the lexical level number about 60 % of all cases.

John Green generously enriches the seniors' speech with such interjections as 'God', 'oh my God', 'Christ', 'hey', 'hmm', 'ha', 'wow', 'gosh', 'nuts' and others to express different shades of emotions ranging from joy to despair. The writer skillfully inserts similes, metaphors and epithets to create the image of a high school student. Thus, the heart can thump '*like a techno drumbeat*', a teacher can stare '*like a bull at a matador*'. As for metaphors, '*hellfire*' is associated with extreme heat, fear can '*paralyze*', traits of character can be described as '*a hurricane*' or '*drizzle*'. Speaking about epithets, girls are evaluated as '*hot*', mind as '*kissed-obsessed*', screaming can be '*vein-pulsing*'. There have also been fixed usages of idioms, irony and personification. But these traits are far less frequently used. Metonymy, oxymoron, zeugma, understatement, periphrasis, euphemisms and proverbs are rare phenomena in the novel.

As for the syntactical level, they are repetitions, parallel constructions and parentheses that determine the speech aspect of the image of a senior student in the novel. Repetitions and parallel constructions produce some rhythmic effect and draw a reader's attention to the core points while parentheses add some extra information, liven the utterance and add some colloquialism. Climax, polysyndeton and parcellation seldom emerge in the students' speech. Nevertheless, these devices are worth our attention since not only do they produce some rhythm, but also intensify the emotional state of a character as well as add some logical stress. Inversion and asyndeton rarely occur in the novel.

Thus, the speech aspect of the image of a high school student is many-sided. It is characterized by the mentioned above lexical and syntactical traits. While lexical tools make speech more figurative and expressive, informal and colloquial, syntactical devices are likely to add some rhythm to the utterance as well as to make some stress to the key points.

The results of the research can be applied in language devices study, in improvement skills of analyzing the text as well as development of analytical thinking. Besides, the work can become basis for another research.