MOTIVATION IN TEENAGE REACTIVE COMMUNICATIVE BEHAVIOR

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Abstract. The article analyzes American teenage movie discourse. Differences in teenage communicative behavior which depend on interlocutors' motives and communicative situations are being investigated. As the theoretical basis of the research a five-stage hierarchy of needs that control further communicative behavior is singled out. These are biological, safety, belongingness, esteem and self-actualization needs that define the choice of appropriate communicative strategies. The latter cause the implementation of language means within different speech tactics and speech acts.
Keywords: conflict; cooperation; confrontation; communicative behavior; communicative situation; motivation; need.

Introduction. Any communication is caused by the addressee's need to achieve a certain goal or to regulate the behavior of the interlocutor. Speakers carry out their communicative activity in accordance with a predetermined plan. The aim of a speaker is determined by psychological impulses [1, p. 53–55], which are formed by motivation process from basic needs (physiological, safety, love, esteem, self-actualization, aesthetic and cognitive) [5, p. 46–60]. The realization of goals is ensured by speech tactical and strategic potential and corresponding linguistic means, the use of which is regulated according to chosen communicative behavior.

Main part. The object of the study is reactive expressions as a component of a communicative behavior. The subject of the research is communicative characteristics of reactive statements. We analyze peculiarities of speech behavior realization in teenage personages' reactive remarks from movie discourse (*Easy A* (2010)), because the genre of teenage motion pictures aims at depicting real teenage speech in terms of communicative behavior. It combines both drama and comedy features [2, p. 134–172]. We pay peculiar attention to communicative behavior variation depending on the leading psychological needs of a teen speaker.

The analysis of teenage personages' remarks shows that inner psychological needs determine further communicative behavior and relevant locution of the responses. The latter are manifested in speech tactics and realized by using appropriate language means (morphological, syntactic and lexical) [6].

We have singled out 31 communicative situations. The research proves that teenagers' communicative behavior is usually influenced by the need for esteem (41 % of cases). The need for protection is also often involved – 38 % of the studied communicative situations. Need for love and belongingness occupies the third position in usage frequency – 15 % of emersion. The rarest effect is caused by needs for cognition and self-actualization – each of them was spotted only

in 3% of studied dialogues. These motives are able to cause three variations of communicative behavior – cooperative, confrontative and conflict. We checked the mostly influencing psychological needs within each variant of communicative behavior.

The cooperative communicative behavior [3] is usually caused by the esteem (40 %) and protection needs (30 %). Need for belongingness is a reason for cooperation in only 25 % of cases. The main linguistic means of cooperative communicative behavior are lexical (60 % of used language means), including:

- politeness markers

 (1) Well, but you're perpetuating it. That's really messed up. – **Excuse me?**

- bookish words

(2) I'm just a little confused as to what exactly that is. – Am I in trouble? **Because, pursuant to the student code of conduct... my hemline has never been higher than my fingertips.**

- hesitation markers

(3) I 'm sorry, what did you say your name was? – I didn't. **L... You know what? I'm just gonna...** I'm just gonna go check out Judaism because...

Syntactical devices are applied in 34 % of cases. The most frequent are:

- parallel constructions

(4) Why do you want us to take a bullet if anyone asks if you were here? – **It's nothing. It's just the rumor mill.**

- brakes in the narrative

(5) This is foul. – I know**. I am so...I'm really, really sorry.**

- ellipsis

(6) Aren't there, like, child labor laws against this? – **Not in high school.**

Grammar means (6 % of used language means) of cooperative atmosphere are the following:
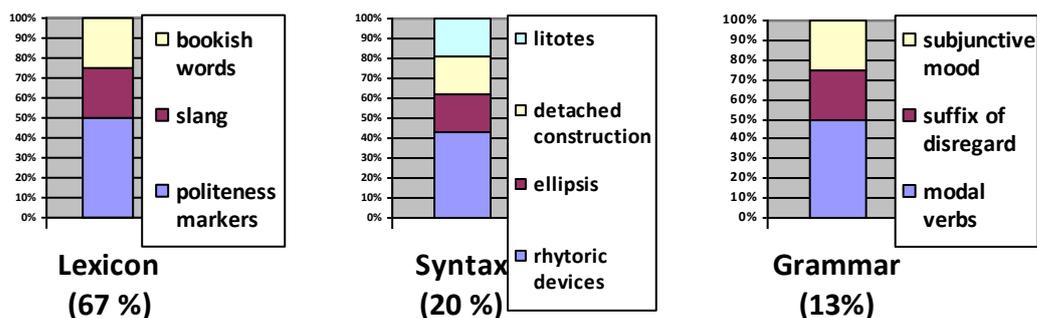
- affixes

(7) Language like this would've warranted a visit years ago. – This is the first time I've done anything **remotely misbehavioral**.
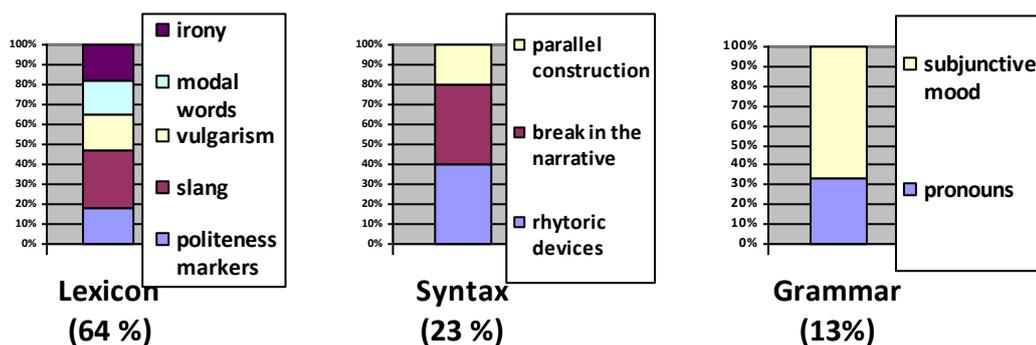
- modal verbs

(8) No big deal. We all do it. It's okay. – Dad, **can** you just shut the door, please?

The most widely used motives which cause confrontative atmosphere between interlocutors [4] are needs for safety and esteem. Each of them is crucial for speech reaction in 45 % of researched dialogues. The need for love (belongingness) is relevant only for 10 % of reactive messages. The language means which embody confrontation between speakers are shown in the diagram:

Lexicon (67 %) — bookish words, slang, politeness markers

Syntax (20 %) — litotes, detached construction, ellipsis, rhytoric devices

Grammar (13%) — subjunctive mood, suffix of disregard, modal verbs

The conflict communicative behavior is evoked by the same range of psychological motives as the previous one. The most important are needs for safety (50 %) and esteem (40 %). Self-actualization is not rather important for young speakers. It provokes speech conflict only in 10 % of checked communicative acts. The language means which objectify speech conflicts between interlocutors are in the diagram:

Lexicon (64 %)

- irony
- modal words
- vulgarism
- slang
- politeness markers

Syntax (23 %)

- parallel construction
- break in the narrative
- rhytoric devices

Grammar (13%)

- subjunctive mood
- pronouns

Result. The leading role in the process of the defining addressee's communicative behavior belongs to psychological needs of the speaker. They manage verbal and non-verbal behavior of interlocutors within a dialogical discourse. It helps teenagers develop a sense of belongingness, personality and their place in society. The leading teenage speech motives are needs for esteem and safety [5, p. 46–60]. Teenage speech is a socially coded behavior that generates its own characteristics [1, p. 96–97]. Belongingness and self-actualization are not crucial enough to vary teenage communicative behavior. The leading role in speech behavior implementation belongs to lexical means, such as politeness markers, irony, slang or bookish words. Such syntactical devices as parallel constructions, ellipsis or litotes are also in charge of speech mood maintenance. Morphology is only a subsidiary instrument. It is presented by modal verbs and affixes.

The perspective of my further investigation is finding out the linguistic and extra linguistic conditions which are crucial for choosing the suitable communicative behavior in teenage communication. Peculiar attention should be paid to social status of speakers: their background, age and gender.

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