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Linguistic Personality in the Digital Environment: Cultural and Pedagogical Practices

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Abstract

The article examines linguistic personality in the digital environment through the prism of everyday vocabulary and its pedagogical potential in teaching native and foreign languages. The relevance of the study is determined by the fact that everyday Internet communication has become an important part of learners' language socialization, while everyday vocabulary has become one of the most sensitive indicators of digital identity, communicative norms, and intercultural differences. The study is based on material from typologically different languages—Russian, English, and Chinese—which makes it possible to identify both universal and typologically conditioned features of digital everyday speech. The theoretical framework includes studies of linguistic personality, digital discourse, networked multilingualism, and critical digital pedagogy. Methodolog-

ically, the article combines comparative analysis, discourse analysis, and linguopedagogical interpretation. The findings demonstrate that everyday vocabulary in Internet space performs not only nominative but also identificational, evaluative, contact-establishing, and educational functions. It is argued that the inclusion of digital everyday vocabulary in language education contributes to the development of communicative, intercultural, and digital competences. The article is intended for researchers in pedagogy, language teachers, and specialists in digital education, and it highlights the educational value of authentic digital communication practices.

Keywords: linguistic personality, digital environment, everyday vocabulary, internet discourse, pedagogy, language education, intercultural communication

1. INTRODUCTION

In the context of the digitalization of education and everyday communication, linguistic personality is increasingly manifested not only in traditional oral and written genres, but also in Internet space, where speech behavior becomes public, multimodal, interactive, and platform-conditioned [1, 2]. For pedagogy, this is especially important, since learners' everyday digital speech influences their academic writing, speech self-assessment, communication strategies, stylistic choices, and ways of acquiring language norms [3].

One of the most revealing components of digital speech is everyday vocabulary. Through it, users describe everyday actions, domestic space, food, fatigue, emotional states, relationships with close people, and micro-events of daily life. However, in Internet communication, everyday vocabulary is not limited to the function of naming: it also becomes a means of self-presentation, a signal of group belonging, and a marker of communicative closeness and digital identity [1, 4].

The pedagogical significance of this topic is determined by the fact that digital everyday speech is often the first stable form of writing practice for modern students. A learner may master a comment, chat message, image caption, short message, or post earlier than an academic essay, analytical review, or scholarly statement. Consequently, the analysis of linguistic personality in the digital environment must take into account the layer of speech that actually participates in socialization, the formation of linguistic taste, speech-behavior norms, and interaction strategies in contemporary communication.

In the Russian scholarly tradition, the concept of linguistic personality is primarily associated with the works of Yu. N. Karaulov and his followers, who consider linguistic personality as a set of the speaker's verbal, cognitive, and pragmatic characteristics [5]. Contemporary studies confirm that this concept retains methodological value in the digital era, but its analysis requires consideration of new conditions, including multimodality, algorithmic environments, platform constraints, and networked multilingualism [6, 7].

For a pedagogical journal, it is especially important that the analysis of everyday vocabulary in Internet space makes it possible to connect three fields of research: the study of language, the study of digital everyday life, and the design of educational practices. In this respect, the comparison of typologically different languages—Russian, English, and Chinese—makes it possible to reach the intercultural level and to demonstrate how differences in language structure and communicative culture affect the formation of digital linguistic personality.

The aim of the article is to determine how everyday vocabulary in the digital environment participates in the formation and representation of linguistic personality and to show how the results of such an analysis can be effectively used in pedagogical practices and contemporary language education.

The research objectives are as follows:

1. To describe the theoretical foundations for studying linguistic personality in the digital environment.
2. To identify the functions of everyday vocabulary in Internet communication based on material from typologically different languages.
3. To compare the characteristic features of Russian, English, and Chinese digital everyday speech.
4. To determine the pedagogical potential of analyzing everyday vocabulary in digital language education and teaching practice.

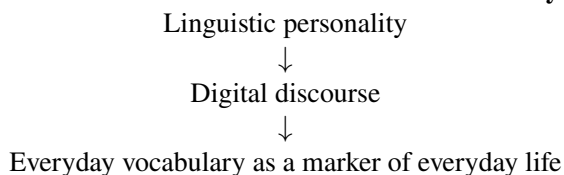
2. MATERIALS AND METHODS

The study was carried out within a qualitative research framework and is based on a combination of discourse analysis, a comparative approach, and linguo-pedagogical interpretation. Such a methodological combination corresponds to contemporary studies of digital communication, in which language is regarded as a form of social action rather than merely as a system of linguistic units [2, 6].

The material of the study consists of recurring patterns of everyday vocabulary use recorded in scholarly literature on Russian, English, and Chinese Internet discourse, as well as typical genres of digital everyday speech: messenger messages, social media posts, image captions, comments, and short forms of self-presentation [1, 4].

The theoretical model of the study includes four interrelated blocks, which are presented in Scheme 1.

Scheme 1. Theoretical framework of the study



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Pedagogical interpretation and educational practice

The concept of linguistic personality is used as the basic analytical category that makes it possible to connect individual speech behavior with culture, personal experience, and the communicative attitudes of the subject [5]. The concept of digital discourse relies on studies in which Internet texts are considered socially grounded practices combining linguistic form, technological platform, multimodality, and identity [1, 2].

To describe the multilingual and intercultural specificity of online communication, the study uses the concept of networked multilingualism proposed by J. Androutsopoulos (2015) [4], according to which the digital environment contributes to the flexible use of various linguistic resources and the formation of new communicative norms.

Within the framework of the study, the following analytical procedures were applied:

- selection of theoretical works on linguistic personality, Internet discourse, and language education;
- identification of recurring semantic zones and functions of everyday vocabulary in digital communication;
- comparison of their functions in Russian, English, and Chinese Internet space;
- linguo-pedagogical interpretation of the identified patterns and their educational significance.

Table 1. *Methods and their research functions*

Method	Purpose	Pedagogical value
Discourse analysis	Identifying the functions of everyday vocabulary in specific digital genres	Helps explain the real communicative practices of learners
Comparative analysis	Establishing similarities and differences between typologically different languages	Develops intercultural and contrastive competence
Pragmatic analysis	Describing contact-establishing, evaluative, and identificational functions	Useful for teaching communicative strategies
Linguo-pedagogical interpretation	Translating linguistic findings into educational solutions	Makes it possible to integrate digital speech into language teaching

3. RESULTS

The results of the analysis show that everyday vocabulary in the digital environment acts as one of the most stable means of representing linguistic personality. Through it, users communicate not only the content of everyday life, but also a mode of self-description, communicative openness, emotional background, and the nature of social ties. In digital communication, everyday vocabulary therefore becomes an instrument for the continuous production and representation of the everyday “self” online [1].

Several main functions of everyday vocabulary in Internet space can therefore be distinguished.

Table 2. *Functions of everyday vocabulary in the digital environment*

Function	Content	Pedagogical significance
Nominative	Naming objects and situations of everyday life	Forms relevant vocabulary
Identificational	Expressing one’s “own” lifestyle and social circle	Helps analyze the learner’s linguistic personality
Emotional-evaluative	Conveying attitude, irony, closeness, fatigue, approval	Develops pragmatic competence
Contact-establishing	Reducing distance between communication participants	Important for teaching politeness and digital etiquette
Intercultural	Manifesting culturally specific scenarios of everyday life	Contributes to the formation of intercultural sensitivity

Russian-language Internet discourse demonstrates a high degree of emotional markedness in everyday vocabulary. Studies emphasize the presence of diminutive forms, colloquial nominations, non-standard punctuation, and forms of address that create an atmosphere of closeness and informality [7, 8]. This means that Russian digital linguistic personality is often manifested through expressive colloquiality and emotionally saturated everyday speech.

From a pedagogical perspective, this is important because such forms can be transferred into educational writing practice. A learner may unconsciously use colloquial everyday models in formal genres if teaching does not include conscious discussion of stylistic boundaries, genre requirements, and digital writing habits.

In English-language digital space, everyday vocabulary is often shaped through brief, easily recognizable, and recurrent genre-specific formulas. Everyday actions and states are presented in compact utterances, often connected with visual imagery, hashtags, and routine self-presentation [1, 2]. Such a model contributes to the user’s habit of concise digital self-description.

From a pedagogical point of view, English-language material is especially useful in teaching the language of everyday communication, since it allows students to recognize the differences between neutral brevity, colloquial formulaicity, digital usage, and academic norms.

Chinese digital discourse demonstrates a high degree of semiotic density: everyday vocabulary often functions in close connection with visual means, platform markers, and brief forms of expression. Studies of multilingualism and digital identity emphasize that, in such an environment, a lexical unit rarely functions in isolation and often becomes part of a multimodal communicative scenario [3, 9].

For pedagogy, this means the need to teach not only individual words, but also their digital use, including context, graphic accompaniment, communicative appropriateness, and relevant cultural restrictions.

The comparison of the three languages makes it possible to summarize the identified tendencies in the following scheme.

Scheme 2. General and specific features of everyday vocabulary in the digital environment

- General features:
- everydayness
 - self-presentation
 - emotional evaluation
 - multimodality
 - contact orientation
- Specific features:
- Russian → expressiveness, diminutiveness, emotional warmth
- English → conciseness, formulaicity, routine self-presentation
- Chinese → compression, visual connectedness, cultural ritualization

The obtained results show that digital everyday speech combines universal communicative tendencies with language-cultural specificity. This combination is especially important for pedagogical comparativism, intercultural communication, and contemporary methods of language teaching.

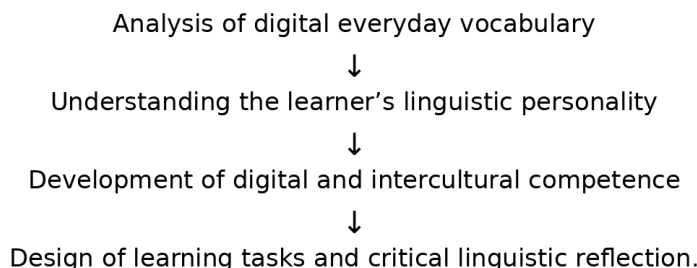


Figure 1. *Model of pedagogical application of the research results*

4. DISCUSSION

The results of the study confirm that everyday vocabulary in Internet space is not a peripheral element, but a central indicator of linguistic personality. Through it, users represent not only objects of the everyday world, but also norms of closeness, habits of self-description, acceptable forms of evaluation, and ways of participating in the digital community. Consequently, in pedagogy, the analysis of digital everyday speech can be used as a means of examining the learner's speech experience and communicative habits.

The comparative material shows that digital globalization does not eliminate cultural and linguistic specificity. On the contrary, common digital platforms create conditions in which differences between languages become especially noticeable in the sphere of everyday, apparently "insignificant," vocabulary. For teachers, this means the need for meaningful work with cultural scenarios of everyday communication, rather than focusing only on normative vocabulary.

A significant methodological conclusion is that language teaching in the digital era should not be limited to academic and formal genres. The development of linguistic personality requires the inclusion of authentic digital practices in the educational process—analysis of chats, comments, everyday online utterances, comparison of everyday speech in different languages, and discussion of the boundaries of appropriateness. Contemporary studies emphasize that critical digital pedagogy proceeds precisely from the need to teach learners to read, interpret, and produce texts thoughtfully in a complex media environment [3, 10, 11].

For a pedagogical journal, a broader conclusion is also important: the topic of everyday vocabulary on the Internet makes it possible to connect linguistic description directly with teaching practice. It offers opportunities to build tasks based on living language, develop intercultural sensitivity, strengthen stylistic reflection, and prevent stylistic errors associated with the transfer of colloquial digital models into academic writing.

Table 3. Possibilities of using the results in educational practice

Area of work	Example of pedagogical task	Expected result
Teaching the native language	Compare a chat message and an academic paragraph	Development of stylistic differentiation
Teaching a foreign language	Compare everyday online formulas in Russian and English	Development of pragmatic and intercultural competence
Teacher training	Analyze students' digital speech	Understanding the learner's language socialization
Digital literacy	Discuss the appropriateness of everyday vocabulary on different platforms	Development of critical digital reflection
Intercultural communication	Compare everyday scenarios of self-presentation in three languages	Formation of cultural sensitivity

5. CONCLUSION

The article shows that everyday vocabulary in the digital environment is an important means of representing linguistic personality and, at the same time, a significant resource for pedagogical analysis and educational practice. Based on material from Russian, English, and Chinese, it has been established that digital everyday speech performs not only nominative but also identificational, emotional-evaluative, contact-establishing, and intercultural functions.

The comparative analysis made it possible to identify both universal properties of digital everyday speech and its cultural-linguistic specificity. Russian communicative practice tends toward emotional expressiveness, English toward concise routine self-presentation, and Chinese toward compression and multimodal connectedness. These differences are directly important for language-teaching methodology and the formation of digital and intercultural communicative competence.

The main pedagogical conclusion is that digital everyday speech should be included in modern language education as a legitimate object of analysis. This does not mean abandoning linguistic normativity; on the contrary, such work makes it possible to understand more deeply the boundaries of style, genre, appropriateness, and the cultural conditioning of speech. In the context of the digitalization of education, such an approach contributes to the formation of a reflective, interculturally sensitive, digitally aware, and communicatively flexible linguistic personality.

AUTHOR CONTRIBUTIONS

All authors contributed equally to this paper. All authors read, reviewed, and approved the final version of the manuscript.

DATA AVAILABILITY

Data are available from the corresponding author upon reasonable request.

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CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors employed ChatGPT to improve the linguistic quality and readability of the content. After using this AI-assisted tool, the authors conducted a comprehensive review and made the necessary revisions to ensure the accuracy, integrity, consistency, and scientific rigor of the manuscript. All authors bear full responsibility for the final content of the published work, including any errors or inconsistencies that may remain.

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