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MULTIMODAL ASPECT OF VLOGGER'S IDENTITY CONSTRUCTION IN CONTEMPORARY ANGLOPHONE YOUTUBE DISCOURCE

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INTRODUCTION

Mass informatization of society has made Internet space an important part of the everyday life of most modern people. The Internet for a relatively short period of its existence turned out to be involved in all spheres of society - political, economic, socio-cultural. Modern domestic and foreign researchers call the new world with a variable, fragmentary, mosaic, fluid, with unstable relations and forms of organization of social life (Grishina, 2012, p. 100).

It's no secret that the Internet has become an integral part of our modern life. On the one hand, the global network is a path to knowledge, new opportunities for learning and communication. But on the other hand, at the moment, the fact of the negative influence of the Internet on children and adolescents is indisputable (Abrosimova, 2017, p. 256).

The introduction of the Internet opens a new era in the development of communication. The intensity of communications increases and the restriction of interpersonal communication begins and its translation into a virtual plane. The Internet is becoming a means of global communication, its popularity and availability of technologies contributes to the emergence of new opportunities and methods of communication, forms a new sphere of information interaction. Thanks to the Internet, many different means of Internet communication have appeared, such as: blogs, chats, various forums, Skype, teleconferences, social networks, mail and much more (Guzhova, 2012, p. 25).

It is considered to be our century of progress and technology. It is thanks to such an active development of various aspects of our life, especially technical, that the need and relevance of such a field as blogging appeared. Blogs came along with the birth of the Internet. The pioneers of the World Wide Web, creating the first sites, regularly posted new notes on them - these were the first blogs (Bell, 1986, p. 330).

But in those years, few people had the opportunity to blog, because they had to have a hosting, a domain, have programming skills, design, not to mention the very access to the Internet, which is far from cheap.

Over time, the obstacles to blogging have become less, that now anyone who can turn on the computer, go to the Internet and type on the keyboard can do it. Thus, blogging is becoming more and more the lot of modern people. If you look for comparisons with real life, a blogger is a critic, editor-in-chief, journalist and other employees of the publishing house all rolled into one. This is a person who writes and publishes himself what he wants, how much he wants and when he wants.

Currently, most foreign works are aimed at analyzing blogs in general (SC Herring, A. Nardi Bonnie), and only a small part concerns video blocking as a variety of online blog (X. XU Zhang, J. Warmbrodt, A. Mogallapa, A. King). In domestic studies, the following directions of the analysis of video blocks can be distinguished: the role of video blocks in the political discussion (O. E. Grishin, A. Romenkov); Linguistic analysis of video blogs, including identifying language specificities, analysis of terminology and language funds (M. Yu. Sidorova, E. I. Goroshko, V. G. Shevel, O. I. Dagbaeva) (Castells, 2000, p.606).

The degree of scientific sophistication. It should be noted that currently there are not so many scientific works that reveal blogging as a means of social communication, but many researchers have separately analyzed the topic of social communication, the Internet and the topic of blogging.

For example, Sokolov A.V. in his book "General theory of social communication" considered the main aspects of social communication, its institutions, communication needs.

The following authors studying the Internet can be named: Chugunov A.V., Fomicheva I.D. defines the subject and empirical objects of research in a new field of sociology - the sociology of Internet media. P. Kolosaridi analyzes changes in the world and in relations between people with the invention of new technologies (Efimov, 2012, p.119).

Problems of the blogosphere were considered by A. Popov, Grishaeva E.I. in the work "Sociological Research in the Blogosphere: The Problem of Obtaining Representative Data" analyzed the problem of representativeness of information collected in the course of qualitative sociological research of blogs and social networks.

The object of this research is the video blogs of schoolchildren on the YouTube platform

The subject of the research is the content and quality of oral speech of video bloggers in the contemporary anglophone and YouTube discourse

The aim of the thesis is to analyze blogging as a means of social communication.

The tasks are determined by the purpose of our work and consist in that, to:

1. To clarify the theoretical and methodological approaches to the study of the video blockosphere as an object of sociological analysis.

2. Remove the specifics of YouTube.

3. Analyze the role of the Internet environment for socialization with a different level of inclusion in video blocking.

4. Match the typology of English vloggers in YouTube discourse

The tasks set determined the use of the following **research methods** in the work: the method of observation of the linguistic material; method of classification of the collected language material; method of scientific description and analysis.

The practical value of the work lies in the possibility of using the materials of the work both in scientific research and in the activities of the teacher of the English language. The data obtained may be of interest to linguists studying Internet jargon and youth slang.

CHAPTER ONE. THEORETICAL ASPECTS OF THE VLOGGER'S IDENTITY STUDY IN YOUTUBE DISCOURSE

1.1. The Concept of Identity in Interdisciplinary Perspective

In English, the term "identity" is one of the synonyms for the term "personality". In addition to the concept of "personality", it includes such philological connotations as identity, individuality, authenticity.

"The problem of identity is closely related to the themes of personality, freedom, the essence of the individual, and also affects the goals and meanings of human existence. We can confidently assert that ignorance of one's self affects the quality of a person's entire life" (Rodin, 2015, p. 122).

The problem of identity remains relevant in the interdisciplinary discourse of social and humanitarian knowledge for quite a long time. The concept of "identity" has turned out to be widely demanded in various humanities such as philosophy, sociology, psychology, cultural and social anthropology, cultural studies, ethology, gender and political sciences. Today, a person's need for identity is one of the first places in importance (Gubanova, 2013, p. 184).

This situation was predicted back in the early 70s of the XX century by Claude Levi-Strauss, who argued that the identity crisis would become the new disaster of the century. The scientist predicted a change in the status of the identity problem from socio-philosophical to interdisciplinary.

The problem of identity turned out to be complex and multifaceted for a modern person. Its understanding allows "a deeper and more nuanced understanding of the subjectivity of the individual, both in the context of society and culture, and in the complex conditions of postmodernity" (Kozlova, 2017, p. 248).

Our century is a period of rapid transformations taking place in modern society. It becomes more and more difficult for a person to maintain internal coherence and stability of the "I". Currently, there is a loss of established boundaries, values of social categories, through which a person defines himself, his place in a changing society, in other words, there is a crisis of personality identity. All this,

together, enhances the problem of personal choice, the measure of a person's personal responsibility.

Since about the mid-late 70s of the XX century, the term "identity" has been firmly included in the vocabulary of social sciences and humanities. In 1977, a collective monograph entitled "Identity" was published in France. The book is a report on the work of a seminar dedicated to identity and brought together representatives of various fields of knowledge - from ethnology and linguistics to literary criticism.

In 1979, an interdisciplinary collection of similar topics was published in Germany. In the same period, the concept of "identity" penetrates into all reference publications, encyclopedias, dictionaries. Since the 1980s, the flow of essays that include the word "identity" in the title has become practically boundless.

It is known that the personal development of a person is possible only in society, and an important role is played by the social group to which a person belongs. In the course of numerous acts of social interaction with others, a person begins to become more and more aware of "Who am I?", "What am I?" etc. According to A.A. Yashina, one of the significant conditions influencing the development of personal identity is the role of "significant others" (Guzhova, 2012, p.25).

So, according to the philosopher Trufanova E.O., the sense of identity allows a person to understand who he is, and allows you to combine various manifestations of personality versatility that arise in the course of social interactions with other people in various situations. The author believes that the human I is a complex system in which many I-images are combined, each of which reflects the characteristics of the behavior of a given personality, the focus of cognitive activity, the specifics of mental reactions in various situations of social interaction.

The most popular and widely represented is the psychological approach to the problem of identity, at the origins of which is E. Erickson. He viewed identity as a psychological experience, a sense of personal identity and historical continuity of

the individual, which is formed in the process of socialization of the individual (Gradoselskaya, 1999, p. 156).

Erickson formed the structure of the psychological disciplinary paradigm of the study of identity as a psychological experience of personality identity. Within the framework of this paradigm, they analyzed, first, the content of this experience; second, the main factors that determine this experience and its dynamics; third, the very dynamics of identity and, finally, the types of identity (Efimov, 2012, p. 120).

Within the psychological disciplinary paradigm of identity analysis, several approaches have developed. N.V. Antonova identifies two main lines:

1) psychoanalytic, based on E. Erickson;

2) a line based on the concept of J. Mead, which combines symbolic interactionism and cognitive psychology (Antonova 1996, p. 131).

The founder of the psychological paradigm of identity research, Erickson, singled out the following number of elements in the structure of identity as a kind of psychological configuration: "constitutional inclinations, basic needs, abilities, significant identifications, effective defenses, successful sublimations and permanent roles" [Erikson, 1968, p. 49].

Considering the classification of identity types, Erickson applied two main criteria:

1) age stages of identity formation;

2) quality of identity (negative and positive identity) (Kulminskaya, 2011, p.100).

The formation and development of identity, according to Erickson, is a long-term non-linear process, during which periodically there are identity crises caused by changes in the surrounding socio-cultural reality, which also require a reformatting of identity as a way of inscribing a person into socio-cultural reality. The formation and development of identity, according to Erickson, occurs as a result of the interaction of biological, social and ego-processes (processes of the individual's self-awareness).

Developing the psychoanalytic line, J. Marcia offered his own interpretation of the structure of identity, defining it as "the structure of the ego - an internal self-created, dynamic organization of needs, abilities, beliefs and individual history" (Antonova 1996, p. 132).

J. Marcia, conducting empirical studies of the formation of youth identity, identified four types of identity, depending on the degree of its maturity:

1) achieved identity;

2) a moratorium;

3) premature identity;

4) diffuse identity (Marcia, 1966, p. 551–558).

Within the framework of the same psychoanalytic line, A. Waterman focused on the value-volitional elements of identity - goals, values and beliefs of the individual. Deepening the analysis of the structure of identity, Waterman identified four basic areas of identity: professional choice; moral and religious orientation; political orientation; family and sexual orientation (Waterman, 1982, p. 341–358).

The second line of the psychological paradigm of the study of identity originates in the symbolic interactionism of J. Mead. Within the framework of this line, the emphasis is on the ways of perceiving, cognizing the person of his life and himself as a connected, unified whole.

J. Mead introduced the distinction between conscious and unconscious identity. The first is the result of self-reflection, self-knowledge of the individual, and the second is an unconscious complex of social norms and roles expected by a social group from a given individual (Mead, 1946, p.112).

Building on this distinction, Mead introduces a distinction between two aspects of identity - I and Me. The first concept emphasizes the role of self-determination in the formation of personality identity, and the second - social determination.

Developing the approach of J. Mead, I. Goffman identified three types of identity:

1) social;

2) personal;

3) self-identity (Pobydei, 2017, p.294).

The first type characterizes the individual's attribution of himself to a certain social group, the second - a set of unique physical qualities of a person and the events of his life, the third - a subjective feeling by an individual of individuality and the continuity of his life.

Deepening the theme of the diversity of forms of identity experienced by a person, R. Fogelson singled out four forms that are ambiguously combined in one person:

1) real identity (an individual's idea of himself in his current state);

2) ideal identity (the idea of an individual about what he would like to be, his ideal I);

3) negative identity (self-image, whatever I want to be);

4) the presented personality (the identity shown to other people in order to get a certain assessment from them) (Rakhvalova, 2010, p. 91).

Within the framework of the second line of the psychological paradigm of the study of identity, when analyzing the factors of its formation, of course, priority is given to social factors and the interaction of the individual with the social environment.

The theory of the mirror self by C. Cooley is indicative, according to which personal identity is formed as a result of the interaction of the individual with other people, in which the ability of people to imagine how other people see them and to predict their responses to themselves plays an important role.

Personality is the subject in which the individualization of the social and the socialization of the individual take place through the process of identification. In the integral model of the study of personal identity, the stages and mechanisms of the formation of individual identity are considered as a process of individualization of sociality (Korobeynikov, 2015, p. 146).

On the other hand, social institutions and relations, especially pedagogical, and their activities are viewed as a process of socialization of the individual.

At the same time, we do not forget that a person is an ensemble of social relations, and the identification process takes place in all spheres of a person's social activity,

In addition to sociology, the concept was also developed in the field of psychology. Here it was borrowed from psychiatry, where the diagnosis of an identity crisis was used to denote the loss of ideas about themselves and about the events of their lives by the mentally ill. With this notion of maintaining self-identity as an indicator of mental health and with unreflected connotations about its fundamental nature, the concept of identity entered psychology (Maximov, 2017, p. 125).

The first appearance of the term "identity" both here and in the social sciences in general can be attributed to the second half of the 1950s, and its spread and establishment as a full-fledged social science category took place in the United States in the 1960s.

The most famous conceptualization of the concept at the intersection of psychoanalysis and developmental psychology belongs to the American psychologist E. Erickson. He also believed that, in his terminology, "psychosocial identity" is formed in the context of interaction with others from the first days of a child's life. In this process, he gradually develops an idea of the stability and continuity of his I in changing situations and in contacts with various people (Rudnichenko, 2009, p. 20).

Ultimately, individual identity in the interpretation of Erickson meant a fact of consciousness that presupposes the idea of everyone's identity to himself, continuous in time and recognized by others. This interpretation of identity is still the most widespread among psychologists. But since it not only did not contradict the sociological, but even substantively supplemented it, the concept itself quickly acquired the status of a common one for all social sciences.

1.2. Multimodal Studies as a Theoretical and Methodological Framework of the Research

Western scholars use the term "multimodal text" to refer to texts that use different semiotic systems, first proposed and substantiated in linguistics by Günther Kress and Theun van Liouven in the article "Reading images: The grammar of visual design" (1996) (Deppermann, 2013, p. 1-7).

In its fundamental meaning, the term "multimodality" comes from the English mode, which in turn is borrowed from Latin, where it sounded like modus and meant "method", "method", "mode of action". Using it, scientists understood the number of modes, ie means, in one context. Explaining the meaning of the term "mode" in 1996, they explained that it is "semiotic modes that are formed by the internal characteristics and potential of the media, and the requirements, histories and values of societies and their cultures" (Deppermann, 2013, p. 35).

Later, in 2010, G. Kress introduced into linguistic practice another definition of mode, according to which it is "a socially and culturally formed resource for creating meaning: images, characters, location of material, speech, moving images" (Kress, 2010, p. 79).

According to G. Kress, language is no longer the central semiotic mode, and communication has never been limited to only one semiotic system, it is a complex formation, and meaning is a consequence of the interaction of different semiotic modes. Multimodality theorists in linguistics emphasize that this approach derives from Michael Halliday's theory of system-functional linguistics and social semiotics (Kress, 2001, p.152), which provided the basis for the study of semiotic resources and their integration.

Introducing the term "multimodal text" to the academic community, Günther Kress and Theun van Liouven defined it as "any text whose meaning is realized through more than one semiotic mode" (Kress, 2010, p. 228).

Currently, scientists are discussing the definition of the mode (means) and try to investigate which modes (means) are involved in the creation of meaning. Norwegian linguist Charles Forceville interprets mode as a "sign system interpreted by a specific process of perception." At this stage, the scientist belongs to the modal

categories (means) signs-icons, written signs, speech signs, gestures, sounds, music, smells, tastes, touches (Charaudeau, 1983, p.176).

British philologist Ruth Page, continuing her research on G. Kress and T. van Liouven's theory of multimodality in linguistics, calls modes "an incomplete set that extends through a large number of systems that include language, images, color, typography, music, characteristics voices, clothes, gestures, spatial arrangement, smell, taste, but not limited by them" (Page, 2009, p. 242).

The researcher rightly notes that the status of the mode is relative and can vary according to its implementation in society.

As we can see, linguists, using the terms "creolized text", "polycode text", "semiotically complicated text", "isoverb" in essence, understand them as the same phenomenon - a text in which to convey meanings along with verbal use other semantic means systems: image, sound, motion, color, etc. (Forceville, 2006, p. 379).

In our study, we preferred the terms "multimodality", "multimodal text" in order to be closer and clearer to the world scientific community In recent decades, the term "multimodality" is used more widely in Western science - in philosophy, linguistics, sociology, semiotics, communication theory, education, culturology.

Multimodality has become a field of interdisciplinary research, generating a new field of research - multimodal analysis.

Thus, in our study, the following definition serves as a working term: a multimodal text is a text generated in a certain communicative process and formed by modes (means) of different semiotic systems, which produces meaning in the complex interaction of these modes.

Multimodality can be considered one of the leading categories of modern media texts, the noticeable spread of which was motivated, on the one hand, by recipients' requests for new ways of representing information, and on the other - the latest technologies that made this process accessible (Smetanina, 2002, p. 383).

Multimodality is inherent in human nature: we perceive the world as a whole, all the senses at once, and the picture of reality is also holistic, not divided into

separate parts in a separate package (Deppermann, 2013, p. 7). The modes of reality are woven into the outline of life, which cannot be divided. The perception of modes is provided by various senses, information enters the human brain through such channels as optical-visual, acoustic-auditory, kinetic, tactile, gustatory and olfactory. Perception occurs simultaneously, we could say, through all channels in parallel, but the term "parallel" still does not reflect the true nature of this activity of the human sense system. Due to the peculiarities of perception, we can divide the modes (means) into groups through the channels of human perception:

- with the help of optical-visual channel a person perceives the shape, color, appearance of all living beings and objects, their movements, as well as gestures, facial expressions, posture;

- through the acoustic-auditory channel perceive verbal series, voice (timbre, individual for each person), tone of voice (high, low, etc.), articulation, intonation, volume, accents, accentual selections in speech, emotions (laughter, empathy, irony) , satire, crying, despair, etc.);

- kinetic channel provides the perception of movements of living beings and objects, including gestures, facial expressions, posture, and realizes their own movements of beings;

- tactile provides perception of physical properties and states of living beings and objects (smooth / rough, wet / dry, etc.);

- olfactory provides the perception of odors;

- flavor provides the perception of tastes (sour, sweet, bitter, etc.) (Shevel, 2016, p. 160).

Not all of these modes can be reproduced directly in printed text. Thus, none of the channels of information transmission in society can still provide the perception of tactile modes, olfactory and gustatory. Therefore, in media texts they are transmitted by means of modes of another channel: for example, taste - by means of verbal series, movements, gestures, facial expressions (ie modes of optical-visual channel), as well as modes of tactile and olfactory channels (Mydruk, 2014, p. 7)

Thus, in the mass media discourse in the field of meaning creation the modes of optical-visual, acoustic-auditory and kinetic channels are actively involved, which also reproduce tactile, gustatory and olfactory modes.

Ancient media were ill-suited for the simultaneous and integral transmission of multimodality: clay and wooden tablets, papyrus, which contained only images or only signs of writing, give us the concept of monomodal text, but the use of both above, recorded in many ancient artifacts, has already created a multimodal text that is more perceptible and closer to human nature. Thus, even ancient texts could be multimodal.

Before the advent of film and television, text-making in the field of information transmission and mass media discourse included the possession of two main modes - the signs of writing and the image that we see on all media at the time. The invention of radio brought the text closer to natural sound, but not to a real living picture of reality: a person was able to hear a live voiced verbal series with voice timbre, intonation modulations, speed of speech or pauses of silence (Primerova, 1988, p. 16).

The emergence of such a technical phenomenon as cinema included the modes of movement and everything connected with it: facial expressions, gestures, body movements - and later combined them with sound and its variations. Since then, almost all the richness of modes (except those that perceive the olfactory, tactile and gustatory channels) is involved in the creation of various types of text.

Multimodality is increasingly regarded as a core concept in and the study of social media discourse, which means attending to the way language, interacts with – and is only made meaningful through its interaction with – other semiotic systems.

Such scholars as Baldry, Thibault, Bateman, O'Halloran, Kress, van Leeuwen and O'Toole took the notions of "multimodality" and "multimodal stylistics" under analysis. The theoretical frameworks, that were built, made a great contribution into the investigation of multimodal and intermedial elements in communication and text analysis (Norgaard, Busse 2004, p. 54).

Before taking into consideration the term "multimodality", we should grasp the idea behind the notion of "mode".

The fact is that this topic is quite debatable. The question "What is a mode?" remains open. Each linguistic school and scholar give its own definition of the term that is why we cannot say that one or another approach to this problem can be seen as a golden standard (Rykov, 2012, p. 251).

Michael Halliday was the person who has coined this term. He was inclined to believe that mode deals with the way our language is being employed in the speech activity, including the medium, which can be either written or spoken, and the rhetorical mode, which can be characterized as expository, instructive or persuasive. Mode can also be viewed as the way the text should be organized (Halliday, 1978, p. 48).

Van Leeuwen believes that "mode" can be defined by means of an set of structures that are interpersonal, textual and ideational, that can be materialized in speech, writing and images (Palmeri, 1960, p. 77).

The glossary of multimodal terms suggests looking at this notion from the other perspective, because due to this glossary "mode" regards to a set of socially and culturally shaped resources, which are used for creating implicit or explicit meaning (Online Glossary of Multimodal Terms).

Gunther Kress, the professor of Semiotics and Education, believes that if all signs and messages in our world could be written, it would be too complex for us to understand their meaning. That is why in the vast majority of the situations we observe the usage of three modes in one sign – color, writing and image. The fact of the matter is that each mode has its own specific function. Color, for instance, is used in order to highlight the aspects of the message. Writing focuses on the naming for such a notion that will be difficult to show. Moreover, image concentrates on showing things, which will take too long to read. Generally, these three modes complement each other (Kress, 2001, p. 26).

Examples of modes include writing and images, which the readers see on the page, but it can also be extended to sound and moving image on the screen. Some

scholars even claim that mode refers to speech, gaze, and posture and gestures as well (Bateman, 2008, p. 74).

Jennifer Sheppard and Kristune Arola suggested their own classification of modes. They tend to believe that there are several types of modes, such as:

• Linguistic mode (focuses on spoken or written words. It is the most widely used mode, but not the most important one);

• Visual mode (deals with the characters and images, which people can see around them. The interesting fact is that it also includes perspective, color, size, layout and style);

• Aural mode (refers to sound, music, and noise, tone of voice, volume of sound, accent and emphasis. The only problem is that people do not often pay attention to all the sounds around them);

• Spatial mode (deals with text structure, its arrangement and organization. A brochure can serve as an example of the spatial mode, if to pay attention to the way it is folded and organized. It can also refer to the navigation bar on the website);

• Gestural mode (concentrates on the way movement is interpreted. Gestural modes include interaction between people, hand gestures, body language and facial expressions) (Sheppard, 2014, p. 55).

The only difference between the classification of modes, made by J. Sheppard, K. Arola and the New London Group lays in the perception of the mode, which deals with written and oral words. The members of the New London Group were persuaded that it was incorrect to call this type of mode as "linguistic". They defended another approach – in their viewpoint, this type of mode should be called "written-linguistic" (Bill, 1996, p. 69).

Kress and van Leeuwen coined the term "multimodality" in their article "Multimodal Discourse". In their opinion, multimodal text is that kind of the text, which unites a few semiotic systems in order to get more detailed information (Kress 2001, p. 24).

We have taken into consideration modes, because according to Kress, multimodality is the combined use of several of them together. Multimodality deals with the intentional usage of a specific function of one or another mode in order to create a message, which will carry explicit meaning (Castells, 2000, p. 600).

From the standpoint of Michele Anstey and Geoff Bull, multimodal texts can be divided into several types:

• Paper-based multimodal texts (include posters, comics, text books, picture books and graphic novels);

• Live multimodal texts (the distinguishing feature of this type is manifested in the combination of various modes, such as gestural, audio, spatial and linguistic. Performance or dance can serve as a good example of a live multimodal text);

• Digital multimodal texts (include web-pages, slide shows, films, digital stories and animations) (Bull, 2009, p. 31).

The concept of "multimodality" is close to the concept of "multimediality", as it describes the formation of values through various semiotic means "modes" and related socio-cultural conventions (Durant, 2009, p. 269).

Multimodal research has focused on studying the effects of a combination of two or more similar modes, becoming a kind of unifying term that synthesizes the many developments in the social sciences in the field of cultural products and communication. Due to the combination of modalities, their meaning transforms the general content of the message, in other resemiotization. Multimodality offers a wider range than conventional linguistic approaches and allows for the examination of modal affordance, metafunctions and inter-semiotic or intermodal relationships.

Multimodality is the dynamic engagement and interaction between two or more communication modes within the same text. Most of the texts and books, which we take into consideration, are multimodal, because each time, when we take the book, we will definitely pay attention to its visual and design elements (Bill, 1996, p. 44).

All texts, all communicative events, are always achieved by means of multiple semiotic resources, even so-called text-based new media like instant- and text-messaging. This is because of growing complexity of the multi-media formats of contemporary communication, brought about by the inevitable convergence of "old" and "new" media and the layering of different digital media.

The visual modes of images and videos on social networks can be viewed using the techniques developed by Kress and van Leeuwen (1996). They argue that visual meaning can also be metafunctionally coordinated. They rework the experimental meaning as representational one. The narrative meaning refers to the components of a picture that exist spontaneously or unaltered. A sign represents the symbolic meaning (Kress and van Leeuwen, 1996, p. 212). Interactive significance is the visual correlation of interpersonal significance, which identifies the way in which the participants and viewers relate in an image (Kress and Theo van Leeuwen, 1996, p. 219). This metafunction involves modality, image / gaze, frame / social distance.

This modality identifies how an image appears to be "real" Image / gaze is used to evaluate if the topic in the photograph interacts explicitly with the audience or another topic or is oblivious of the audience. Frame / social distance describe varying levels of intimacy between subjects and their viewers along a continuum. A close frame, for example, suggests an intimate partnership between the objects and the audience, whereas a large shot suggests less intimacy.

Composition is the visual correlation of the language's textual metafunction and describes how an image is being composed or constructed. It is composed of three components: information, salience, and framing. The knowledge importance defines the reading direction and the centralization of the components (Kress and van Leeuwen, 1996, p. 225).

Salience identifies which elements are important in the image, and framing identifies how components are interconnected or disconnected. Space does not provide for a thorough analysis of the semiotic tools built to explain language and

any other forms that may constitute social network messages (Fogelson, 1979, p. 70).

Our regular interaction with websites, forums or Instagram posts, as well as with illustrated newspapers, flyers, brochures or posters questions more conventional global perceptions and interpretations. They use smartphones, tablets and laptops as frequently as pen and paper to create multimedia letters, images, videos or voice messages in historically unimaginable amounts, or far more often than that. These variations may no longer be treated as deviations, or rare instances, the care of which should be delayed until we have a clearer individual understanding of expressive forms.

All these posts, being multimodal by featuring a video or image and shared including some verbal message and hashtags, address multimodality as an aspect of daily life, as in a series of pictures depicting wine glasses, as part of a performance situation in the particular sense of participatory theatre, as well as in a traveler situation in which someone takes a snapshot for example.

New technology and digital media help create modern multimodal social practices that are increasingly becoming a part of daily life's common sense. For example, organizing social encounters with mobile phones while walking or driving, a practice of some term "rendezvous", is currently very common among people (Castells, 2007, p. 111). In these practices, people view and distribute their (multimodal) constructed environments, physical routes, voice or text messages, and then perhaps mobile phone data (Guadagno, 2008, p. 193).

At the same time, although cell phones provide some versatility, it is extremely important that these technological affordances are not confused for real human practices. The real applications of cell phones and other devices are also somewhat volatile from affordance perspective; they co-constitute technical (often multimodal) modes often social activities. In the case of cell phones, for example, it seems that consumers in at least certain countries are gradually calling from fixed places (e.g. home or work) such that mobile phone usage and physical movement cannot be readily associated. While complicating the picture, cell phones are

gradually providing more ways of global Internet connectivity, enabling incentives for omnipresent technological mobility (Castells, 2007, p. 116).

Multimodality offers a context for interpreting society and cultural development by discussing the modes and modalities involved at any given moment or inside a particular item or document. Such an emphasis implies several domains of social interaction, for which Kress and Van Leeuwen (2001) propose a four-domain or "strada" framework: debate, architecture, development, and dissemination.

Within that perspective, anything from the development of extremely original architectural designs to the faithful recording of a musical concert is involved in making sense. Semiotic practices connect, arrange and differentiate these "stradas" in numerous ways; the aim is not to pigeonhole similar activities in multiple "stradas", but instead to understand how diverse modes of articulation create social interactions through semiotic activities.

Therefore, when new semiotic activities arise (e.g. streaming music), different ways of articulation and thus more stratification and evolving modes of social organization can be anticipated.

Millions of people around the world are debating hot topics on Twitter every day, upload travel images on Instagram or life updates on YouTube, find new friends on Facebook etc. Such multimodal results, one of which is suggestion, are possible useful tools for important knowledge and provide us with new applications. If a consumer browsed a flower picture for multimodal recommendation, the suggested results would include related flower images as well as texts regarding the flower, such as species, habitat, etc. However, such a task is hardly implemented in traditional single modal recommendation when there are no explicit links between the above images and texts. In the XXI century, mass media discourse began to use multimodal texts with all their inherent richness, and digital and multimedia technologies have taken them to a new level and qualitatively changed our perception of the text itself and the transmission of information (Callero, 1985, p. 203).

The presence of the category of multimodality forces us to re-examine the text, analyzing not only the verbal content and its functional aspects, as it was before, but also the diverse set of semiotic resources that were used to convey meaning.

All modes bring their part (or their shade) to the constructed value, and they interact differently:

1) complement the meaning of the value they form;

2) contrast in their individual meanings, creating a new meaning - the meaning of contradiction;

3) express the same meaning embodied by different semiotic systems, while amplifying it (Fairclough, 1993, p. 97).

Multimodality in mass media discourse is limited to information transmission channels that use a certain set of inherent modes. Thus, print media (traditional and new on the Internet) use written characters, color, typographic means (font size, thickness of drawing characters, ways of placing text on the allotted plane, etc.), signs of various semiotic systems that can be printed (mathematical), religious, geographical, historical, etc.), images (illustrations and photos). Newspapers, magazines, print advertising, which use printing equipment today are not inferior in quality to digital technologies used for text creation on the Internet.

Texts on television and on the Internet, in addition to print modes, can use their own television - sound and moving images, which makes them closest to the conditions of natural communication (Cerulo, 1997, p. 390).

According to G. Kress, communication is never limited by any one sign system, so "all texts are multimodal" (Kress, 2010, p. 226). Undoubtedly, in "live" communication, in addition to verbal communication, facial expressions, gestures, body movements, vocal variations are involved.

There is no doubt that communication is complex in nature, the meaning of written or oral expression arises from a combination of values of the constituent elements-modes and the media itself, the interaction of which forms a new meaning. In this case, the feedback effect should be borne in mind: the value depends not only

on the producer, but also on the recipient, who relies on his own psychological, mental and empirical tools.

1.3.   The Notion of a "Vlogger": Essence and Typology

The twentieth century is characterized by the emergence of a number of new trends, which, to one degree or another, can be caused by the formation of a new type of civilization, called the information civilization, where information flows have become the main coordinate. The information space has become so significant for solving social or political problems that a new phenomenon of influence has emerged, which is produced through the media (Pocheptsov, 1999, p. 200).

With the help of the Network, text, graphic, audio and video information is exchanged without territorial or national borders. The attachment of modern society to the Internet is explained, first of all, by the fact that any information of interest to a person can be easily found on the Web, spending a minimum of time (Leeuwen, 2007, p. 88).

As an open communication space, the Internet has transformed the forms of communication between people with the help of convenient and constantly improving technologies. Various studies of communicative processes in the information society are related to the changes in the motivational system of a person, which can be expressed, in particular, in the search for new grounds for self-presentation, self-expression and self-identification of a person in the Internet space. An enormous role in this social practice is played by the individual's striving for a pluralism of self-actualization contexts (Grishkova, 2010, p. 460-464).

Allocation of a special type of communicative genres of the Internet is the result of personality changes on the Internet, the formation of a network way of life and thinking. These changes are reflected both in the genre system of Internet discourse and in its entire discursive space.

Video blogging is not yet a stable concept in domestic and foreign science, but an actively developing direction. Today there is no clear definition of the concept of "video blogging" in the scientific community. Video blogging is considered

together with the concepts of video blogging, video blogging, and blog by such foreign researchers as Andrew Churches (2008); J. R. Young (2007); J. Lim (2013); and domestic Borovenkov A.E. (2016); Ignatenko E.A. (2015); Fillipova I. Ya. (2016), Sipko E. S. (2017), Shilimanov M. S. (2016).

To formulate the definition of video blogging, consider the individual parts of the word.

The word video blogging is borrowed from the English language, the root is blog. The Oxford Dictionaries of Modern Language and Daily Words define it as follows.

A blog is a regularly updated website or web page that is usually run by an individual or small group, and where the text is written in an informal or conversational style. This word comes from the abbreviation weblog in the 1990s, then The World Wide Web (English), or the Internet, and log (English) is a magazine. For the first time, the term "blog" was used in the form of the phrase "weblog" (translated from English: "we keep a blog"), which was posted by Peter Merholds in April 1999 in a sidebar on Peterme.com. The term "weblog" was coined by Jorn Barger on December 17, 1997 to describe the links on his website RobotWisdom.com (Mukhopadhyay, 2014, p. 1568).

The second part of the word is video. Video, according to Oxford Dictionaries, is a recording, playback, or broadcast that sets visual images in motion.

Video blog is a word that originated in the 21st century from the merger of two concepts: video and blog. That is, a video blog (vlog) is a personal website or page on a social network where a person regularly posts short videos.

It is worth noting that the first and longest video blog appeared on January 2, 2000, its creator Adam Contras posted a video on his blog with a message for friends and family that he was going on a trip to Los Angeles in search of show business.The demand for a video blog is explained by the same: as a genre of Internet communication, a video blog operates in the online space, information is transmitted through an audio-visual channel. The videos are broadcast in chronological order, the video blog itself is the text of the mass media. Also, the video blog is popular

not only due to the free entrance to this niche, but also the free use of the platform on which the video is posted, the presence of feedback, the mass addressee and the efficiency both in terms of video download and broadcasting, performing a recreational function (Herring, 2004, p. 54).

The media have the same characteristics, therefore, today a blogger is responsible for the content of materials in his video blog and is subject to the legislation, "if publicly available information is posted on his website or website page on the Internet and access to which within 24 hours is more than three thousand Internet users".

In particular, the blogger is obliged "not to allow the use of the site or the page of the site on the Internet" for the purpose of committing criminal offenses, for disclosing information constituting a state secret or other specially protected by law secrets, for distributing materials containing public calls for terrorist activities or publicly justifying terrorism, other extremist materials, as well as materials promoting pornography, the cult of violence and cruelty, and materials containing obscene language " (ledema, 2007, p. 29-57).

Nevertheless, the content of materials in video blogs is not regulated, but in the process of the development of video blogging, groups or types have formed that combine video blogs by their content.

Snelson V.A. (2015) defines the following types of video blogs:

• educational;

• political;

• information and analytical;

• household;

• vlog travel;

• musical;

• advertising (Snelson, 2013, p. 321).

Experts of the Polylog agency, professionals in the field of marketing, brand management and Internet communications, researcher I. Tekutyeva (2015) highlight the types (genres) of video vlogs:

• beauty blog (about beauty, cosmetics, rules for applying makeup);

• lifestyle blog (daily blog, personal diary);

• game blog:

 a) a review of video games (analysis of gaming novelties with a predominance of humorous comments),

 b) letsplay (recording an online game on the video with comments from the player);

• viral video reviews (videos that Internet users voluntarily post and distribute on the network);

• social experiments (challenge);

• prank (draw);

• sketch (humorous play);

• vlog (the story of the author of the video blog about his life);

• training video (Tekutyeva I.A. refers here to a beauty blog and a life hack - tricks that help to quickly solve everyday problems and save time);

• show;

• dialogue and answers (blogger answers subscribers' questions);

• guide (a story about interesting facts about the world around you);

• trolling interview (demonstration of a conversation in order to ridicule the interlocutor or point out a social problem).

The communication environment constructed on the Internet has a number of characteristic features. As noted by E.I. Goroshko, these characteristics include: virtuality, interactivity, hypertextuality, globality, creativity, mosaicism and anonymity (Goroshko, 2008, p. 458).

According to E.N. Galichkina, owns:

1) an electronic signal as a communication channel;

2) virtuality;

3) distance, i.e. separation in space and time;

4) mediation (carried out with the help of technical means);

5) high degree of permeability;

6) the presence of hypertext;

7) creolization of computer texts;

8) predominantly status equality of participants;

9) transmission of emotions, facial expressions, feelings using "emoticons";

10) a combination of different types of discourse;

11) specific computer ethics (Galichkina, 2012, p. 5-6).

O. M. Elkina identifies the following features characteristic of communication on the Web: the presence of an electronic transmission channel, mediation, distance, hypertextuality, virtuality, heterogeneity (creolization), the transmission of emotional and evaluative values and the expression of messages using special non-verbal emoticons, including "emoticons", Typical heterogeneity (differentiation of oral and written network discourse), genre heterogeneity.

Along with these characteristics, O.M. Elkina identifies a number of features that characterize the speech activity of participants in network communication: anonymity, creativity, the specifics of computer ethics and etiquette (Elkina, 2012, p. 39-42).

Electronic communication differs both from written and directly oral, combining the features of both forms of communicative exchange. Like written speech, information in electronic form is transmitted by graphic characters (printed), so the message can always be corrected, reformulated or even deleted. On the other hand, an electronic text is stable, its life cycle is very significant, because such a text can be present on the site for an arbitrarily long time. However, in most cases, the senders of the message do not know their direct interlocutors, and it is necessary to respond to the letter without delay. Therefore, we can say that this type of communication is dominated by the principle "I write as I hear", which allows significant deviations from graphic and grammatical linguistic norms (O'Keeffe, 2011, p. 441).

Approaching the form of existence to written communication, Internet communication violates most of the requirements for written speech.

Communication on the Internet is mostly informal, and the language of the Internet is freer from standardization and formal organization.

It is quite obvious that the communicative goal of the genres of personal Internet discourse is also the possibility of self-expression and search for like-minded people in various Internet communities and, of course, the ability to receive and exchange information. In blogs and comments on blog entries, users openly express their thoughts on socially significant issues or topics raised by the blogger, share their ideas (O'Halloran, 2011, p. 16).

On the forums, there is a thematic division of conversations already set by the moderators; this feature of the forums makes it much easier for users to find the desired conversation. The communicative goal of the genre of social networks is not only the task of maintaining existing contacts, but also finding new ones, which subsequently, for example, can increase the possibility of successful employment (Stubbs, 2010, p. 275).

Internet discourse presupposes communication on the Global Network, while network discourse presupposes communication both on the Internet and in other networks, including local ones. Online discourse is sometimes used by foreign researchers as a synonym for Internet discourse (O'Halloran, 2004, p.120)

Thus, the listed types of discourse are in a hyper-hyponymic relationship with each other and, as a distinctive feature, contain an indication of a means of communication that determines the created communicative environment. Virtual discourse implies not only a changed communication channel, but also specific features imposed by virtual reality (Stubbs, 2010, p. 271-274).

In a 2005 survey of Live Journal bloggers, the following functions of blogs were identified:

Communication function

The communicative function is mentioned most often. Most bloggers say they blog or read for the sake of interacting with people they are interested in.

First of all, it is an opportunity to say something once so that it will be heard by many. "What is the point of telling ten, twenty, thirty acquaintances about a trip

to a suburban park, if you can describe it in your blog, decorating the entry with photographs?"

Everyone who wants to read about it at a convenient time for him. However, this situation gives rise to a counter problem when two meet. In real life, "bloggers, if they do not have the proper imagination, there is nothing to talk about". Both for readers and for writers "there are two directions of communicative motivation in using blogs - communication with friends and expanding the circle of communication. How some people start a blog for the convenience of communication with existing acquaintances, others start a blog in order to meet new people, to expand their audience" (Yaylaci, 2014, p. 474).

Self-realization function

Several bloggers noted that they originally intended to create a personal page (website on the Internet), but then, having learned how easy it is to blog, they preferred this form of presenting information about themselves. There is a class of blogs designed for the publication and discussion of the author's works (prose, poetry, photographs), however, an ordinary diary undoubtedly carries information about the author's personality.

Fun function

Many people prefer blogging, reading blogs and discussing in the comments as an entertaining pastime, especially if for some reason they are limited in other means of entertainment besides the Internet and have a lot of free time, for example, young mothers make up a noticeable part of the blogging community - they they always have something to write about on their blog, they have a lot of questions with which they can turn to people. Blogs are an inexhaustible source of entertaining reading (Serazhim, 2003, p. 408).

The function of cohesion and retention of social ties

As mentioned, the Live Journal community has tens of thousands of users, many of whom will find people they once knew. Blogs, performing the functions of social networks, allow you to maintain interrupted social connections in real life and better get to know your friends.

Due to the peculiarities of deferred multi-user communication, some authors use blogs for an unconventional purpose - for organizing the interaction of a working group, discussing work issues, since for many tasks this method turns out to be more convenient than e-mail. Groups organized around e-mail distribution lists can also perform a similar task, but in a situation where all project participants are blogging on the same service, adding another communication channel may seem overkill (Kiran, 2015, p. 55).

The function of memoirs

Like a traditional paper diary, a blog, in addition to new functions, can be perceived as carrying the function of memoirs, a place for some notes that may be useful in the future, a way not to forget about the details of certain events in your life. Bloggers using this function believe that they keep a diary for themselves, in order to read later, write down something that they do not want to forget. And think about it later. The authors create a kind of deferred communication with themselves [38].

Self-development or reflection function. This function is due to the fact that the blog provides an opportunity for participants to create an image of a different self, perhaps the one to which the author aspires. Some note that the publicity of the diary forces them to continue to keep it, and also makes them learn to structure their thoughts more competently, which helps them to better understand the events they are experiencing (Fogelson, 1982, p. 69-75).

Psychotherapeutic function

There are also references to the psychotherapeutic function of the blog, which was either assumed in advance, or was realized in the process of keeping records - "to throw out emotions", "to express the painful", "to calm the nerves". This function of a traditional diary kept in a secluded notebook has been repeatedly mentioned by various authors and, apparently, has acquired a new form and new possibilities as a way to complain about the life of many people at once.

Thus, we see that the concepts of video blogging and video blogging are new, not sufficiently studied. The characteristics of video blogging and video blogging in

modern science are not clearly formed, as well as its place in the field of media and philology.

1.4.   Specificity of YouTube as a Multimodal Discourse

A vlog is a hybrid, but at the same time an independent speech genre with its inherent linguistic features, as well as a characteristic composition, language, style, and functional orientation. He, possessing all genre-forming categories, has a wide variable paradigm of possibilities. This genre reproduces a dynamic fragment of objective reality, recording the linguistic and cultural specifics of the verbal behavior of a participant in a virtual discourse and the features of the standards for the generation and perception of speech works adopted in the virtual culture of communication. In this regard, the vlogosphere can be viewed as a way of fixing the linguistic consciousness of an individual - virtual in the way of speech manifestation (Crystal, 2006, p. 11).

The information revolution and world globalization observed today allow us to unite into a single international community largely through the use of the Internet as a means of communication (Baron, Naomi, 2008, p. 123).

The communication environment constructed on the Internet has a number of characteristic features. As noted by E.I. Goroshko, these characteristics include: virtuality, interactivity, hypertextuality, globality, creativity, mosaicism and anonymity (Goroshko, 2008, p. 458).

 According to E.N. Galichkina, owns:

1) an electronic signal as a communication channel;

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Along with these characteristics, O.M. Elkina identifies a number of features that characterize the speech activity of participants in network communication: anonymity, creativity, the specifics of computer ethics and etiquette Elkina, 2012, p. 39-42).

The above characteristics are relevant and completely determine the specifics of communication in the Internet space. At the same time, the allocation of these features as characteristic features, differences inherent exclusively in the Internet space, in our opinion, can be questioned and disputed.

Nowadays, the media has become the main tool for disseminating messages that affect the public consciousness. So, A. Moll notes that the media actually control our entire culture, passing it through their filters, separate individual elements from the total mass of cultural phenomena and give them special weight, increase the value of one idea, devalue another, thus polarizing the entire sphere culture. What did not get into the channels of mass communication today has almost no effect on the development of society (Crystal, 2001, p. 143). As a result, a modern person cannot practically avoid the influence of the media.

In this regard, the role of the press is changing significantly. Now its goal is not so much the dissemination of ideas as the dissemination of "incentives" that cause certain reactions (Schiffrin, 1994, p. 470). This becomes possible due to the fact that all information processes are carried out and operate thanks to the system of mechanisms of social and individual memory, with the help of which the flows

of social information circulate, which also carry information of a manipulative nature

Like written speech, information in electronic form is transmitted by graphic characters (printed), so the message can always be corrected, reformulated or even deleted.

On the other hand, an electronic text is stable, its life cycle is very significant, because such a text can be present on the site for an arbitrarily long time. However, in most cases, the senders of the message do not know their direct interlocutors, and it is necessary to respond to the letter without delay. Therefore, we can say that this type of communication is dominated by the principle "I write as I hear", which allows significant deviations from graphic and grammatical linguistic norms (Stubbs, 2010, p. 272).

To read the discourse of the Internet are: 1) implementation within the virtual space, 2) the use of electronic communication signals, creolization and semantic mosaic (Grishkova, 2010, p. 464).

Plunging into the world of the Internet, into a new communicative environment, acquiring in a number of cases some additional characteristics or leveling a number of its parameters that are not relevant for such a sphere, the linguistic personality, however, does not cease to be a linguistic personality, retaining its three-level structure. As a result, the study and description of the structure of a linguistic personality in the world of the Internet in methodological terms will not differ from similar studies of a linguistic personality outside the World Wide Web, although the content of each of the levels will be different (Goffman, 1974, 586 p).

Vlogs - regularly updated Internet pages, combined using a special software template into clusters, with each cluster including a diary post and comments to it, left by the author of the post and other vlog visitors. Creation of texts outside the format of a post or comment in a vlog is impossible (Savitskaya, 2011, p. 263; Balamakova, 2014, p. 187).

Thus, communication in vlogs (vlogging) seems to be possible to consider as a special type of institutionalized communication on the Internet, quite free in terms of genre, but relatively regulated in terms of the used linguistic and paralanguage means and strictly regulated in terms of the use of the communicative space. The main task of vlogs, in comparison with chats, is not just a discussion, but expressing one's own opinion and its consistent argumentation.

The language features of the vlog, the nature of the detailing of information and its presentation are also related to its volume. It is different on different sites and depends on the site (compare: twitter is a microvlogging consisting of 140 characters; a personal site where there are no restrictions; a site is a media outlet, where the site's resources are determined by the editorial board, which chooses vlogs for posting or citing) (Savitskaya, 2011, p. 30).

The language features of the vlog also depend on the use of different strategies: self-expression; self-presentation; presentation of information; expressions of emotional and evaluative reactions (Nardi et al., 2004, p. 102).

The basis for the formation of a vlog in the system of non-virtual genres was a diary, letter, newspaper article, article, and the Internet genres that influenced the genesis of the blog include chats, Internet pagers, conferences and forums.

In everyday communication of users, Internet vlogs are usually divided into two main types: personal vlogs and thematic vlogs (Elkina, 2012, p. 55). Some scholars divide thematic vlogs into two more categories: filter bvlogs - contain vloggers' comments on media materials and posts of other websites, klogs (knowledge-logs) are mainly informational websites of a certain topic conducted by experts (Elkina, 2012, p. 56).

The language of vlogs has become an interesting object of study and analysis by many researchers, both as an independent object of study and in connection with other vlogs in the modern vlogosphere. Much attention of researchers is directed to the study of gender characteristics of the language of vlogs.

The language of vlogs is characterized as more evaluative. Vloggers use platforms to express their own opinions or invite their readers to familiarize

themselves with their personal experience, which results in subjectivity in the use of lexical, phonetic and other units of speech.

Vlogs on the Internet can be roughly divided into two groups. Personal vlogs, the owners of which share their own thoughts, experiences, topics that excite them and expect feedback in the form of comments; and vlogs - diaries whose authors do not expect comments, but use the Internet site as an emotional release. Thus, a linguistic study of the language of vlogs can give different results depending on the type of vlog, its subject matter, and the gender of the author (Grishkova, 2010,. p. 467).

Distinctive features of vlogs from real communication:

- emotive graphic signs;

- features of self-expression;

- discursive placement (Stubbs, 2010, p. 270).

Gender studies are a common topic for an interdisciplinary approach to critical discourse analysis. This approach is to consider the Internet as a social context, since it is the world wide web that broadcasts interactive relationships in which gender differences are manifested in the use of language.

The verbal-semantic level of the linguistic personality is today the most widely developed in the linguistic research of the Internet. Due to the fact that a new "oral-written" type of speech functions on the Internet, which has its own specific features, and the form of its existence is the graphical recording of texts produced by communicants, researchers of Internet communication have a wealth of material for studying the verbal-semantic level linguistic personality in a situation of Internet communication (Grishkova, 2010, p. 464-465).

Polyphony, that is, a combination of various types of discourse and speech practices, is manifested in the fact that the language of the Internet is more and more approaching colloquial, oral speech, while the characteristic features of colloquial speech become characteristic not only of the unofficial, but also of the official sphere of the Internet space. From the point of view of the phonetic shell of the word, users increasingly prefer the spoken variants.

Ways to make speech on the Web more emotional can be the repetition of letters (hellOoOOOOoOooOoO, hiiiiiii, yeahhhhhhhhhhhh, im boreddddddddddddddddddd, hugssssssssssssssssssss) and the use of letter spacing in words, showing the clarity of the R and U ??? (Herring, 2005, p. 142–171).

Such manipulations with the graphic form of the text in the framework of electronic communication are accepted by us as a manifestation of a language game. Based on the foregoing, today we can talk about the formation of a new style - the style of Internet communication.

Comparing computer (internet) discourse, which is a hyperonym in relation to network and Internet discourse, and virtual discourse, on the one hand, we can state that virtual discourse will be understood narrower than computer discourse. Speaking about computer (internet) discourse, we assume, firstly, communication not only between people through the Internet, but also communication between a person and a computer (Schiffrin, 1994, p. 469).

Secondly, in addition to communication on the Internet, computer discourse also includes communication in local networks, which implies the presence of direct contacts of communicants, which cannot be the case in virtual communication, where the communication partner is largely conjectured, completed by our own consciousness.

On the other hand, virtual discourse is interpreted more broadly than computer discourse, since both the Internet and other means of communication that create this reality can be used for communication in virtual reality, for example, a mobile phone with an SMS message system.

Since the virtual world is a new socio-cultural environment, it is characterized by a set of its own values.

The values of virtual discourse are the unlimited accessibility of obtaining information and making contacts (the ability to communicate with a large number of people), the speed of obtaining information and making acquaintances, anonymity, the absence of spatial boundaries, the blurring of distances and the erasure of the role of the time factor, democratic communication (very often

manifested in the tacit the form of communication on "you" and, as a consequence of this, in the ease of establishing contacts and making acquaintances without taking into account the age, social, racial, gender, etc. characteristics of the communicants), freedom of expression (sometimes bordering on permissiveness) (Galichkina, 2012, p. 6).

The communicative space of a internet linguistic personality consists of the spheres of its genre-speech activity, as well as the subject content and socio-cultural environment, which sets the general background of communication, determines the value orientations and goals of the linguistic personality, influencing the choice of one or another genre. Hypertext is presented here as a way of organizing the communicative space of a virtual linguistic personality, and a new virtual subculture determines its values and goals (Stubbs, 2010, p. 272-274).

Researchers believe that adolescents manifest their identity in such online environments, which they interpret with language, and they also appear to be part of the innovation that language acquires in such online environments. Thus, the younger generation is, in a sense, innovative in using the creative possibilities of the language itself (Bem, 1987, p. 146).

According to Palomares, using online communication, adolescents designate their identity and belonging to a particular group, including gender, at the same time, adolescents are involved in a complex set of communicative and creative aspirations and undertakings (Palomares, 2004, p. 555).

Several studies also contribute to the study of gender identity online. Attention is paid to the study of identification and language use among adolescents of both genders who create vlogs. Researchers conclude that online self-identification is built through the vocalization of their personal information and the language used to express sexual identity.

Savitskaya believes that by communicating on social networks, users feel more protected during the disclosure of their identity and manifestation of sexuality (Savitskaya, 2011, p. 33).

The main factors that characterize a vlog as a genre, it is advisable to include the following: the figure of the author of the text, orientation to a certain type of addressee, updating information, which also does not deny the possibility of returning to previous entries, asynchronous communication, the presence of feedback, comments by readers of the author's entries, the possibility of using multimedia. When applied to chats, these factors are only partially updated (Zimmerman, 2000, p. 202).

The most important discursive features inherent in a vlog are the unique image of the addressee, since the author of the vlog has the ability to moderate those whom he considers to be his addressees, as well as the phenomenon of the diversity of communicants, which can be divided into two groups: "real" vloggers and vloggers hidden under mask.

As a result of the existence of the possibility of modeling the author's image in the vlog, the phenomenon of constructing the recipient is realized, which allows communicants to expand the boundaries of speech, not being limited to any one stereotyped style and approach to discourse (Nardi et al., 2004, p. 213).

Describing the parameter of dialog with the audience, we note that the vlogger often enters into a dialogue with his "I", this is more a monologue than a dialogue, although a vlog exists in order to create an opportunity and atmosphere for discussion, if there is an opportunity to comment on it. It all depends on the information platform, where there are rules for the participants.

A person who has media popularity can convert his fame into a certain professional activity that makes a profit. Vlogger and vlogging is a kind of "evolution" of journalism, vlogging allows a person without special education to act as a journalist (Crystal, 2006, p. 17).

At the lexical level, a vlogger is distinguished by the presence of a specific idiolect. In the lexical layer of the vlogosphere, conceptual fields are distinguished: the field of the environment (communicants define the environment of their communication), the field of the body (vloggers name the elements of the communication environment), the field of action (refers to the sphere of

interpersonal (inter-user) relations). In general, the idiolect includes both words that are included in the three main semantic fields, and separate vlog – jargon (Palomares, 2004, p. 554).

One of the main characteristics of virtual communication, both in chat and vlog, and in any form of Internet-mediated communication, is anonymity. Often, communication takes place with an unknown, imaginary interlocutor. The mediation of this type of communication makes it possible to create a new social portrait that does not coincide with reality and is sometimes based on the substitution of communicative roles that affect a certain direction of speech behavior (Savitskaya, 2011, p. 26).

1.5. Methodology of the Research

Given the complex and exploratory nature of these research questions, a textual analysis of this phenomenon is one applicable methodology. Textual analysis is a form of qualitative research that is generally used to wrestle with more complex, intricate phenomena and when seeking a deep understanding of the person/group/text under study. The term "text" is used in a broad sense to refer to language that is written or printed as well as visual images and sound effects (Fairclough, 2003, p. 204).

The term "blog" was first used by Jorn Barger in 1997 on December 17th, and its short form was coined by Peter Merholz, who jokingly used it on his Peterme.com blog in April or May 1999.

Evan Williams of Pyra Labs used "blog" as a noun and a verb, for example, "blog" meant "change your blog or submit to your blog". This led to the creation of the term "blogger". At Pyra Labs, Blogger.com was created, which led to the popularization of blogging. But in fact, the concept of a blog appeared much earlier, because all the memoirs and diaries of famous people are also a kind of blogs. For example, the memoirs of Giacomo Casanova, or the memoirs of Cardinal Retz.

The history of the definition of the first blogger is incomprehensible and begins with an interesting discrepancy: no one still can determine exactly who was

the first blogger on the planet. Justin Hall or Dave Weiner. Justin Hall began blogging (the term was coined later) in 1994 when he was a student at Swarthmore College. His site was called "Justin's Links from the Underground". It was a personal blog in which Hall shared his thoughts, plans, ideas, and anything else that could be shared.

In other words, Justin's website was his online diary. Sometimes the famous programmer Dave Weiner is called the creator of the first blog, but most researchers disagree with this statement. They argue that Weiner's blog is the first time it gained widespread popularity among users. Initially, Dave Weiner created an editor exclusively for programmers, but two years later this project became public and became a blog, much the same as we imagine it today (Zhang, 2009, p. 272).

The history of vlogging dates back to 2000. On January 2, Adam Contras posted a videotape to a blog to inform his friends and family of his journey across the country to Los Angeles in search of show business, the first post of its kind and what would later become the longest-running video blog in history.

 In November of that year, Adrian Miles overlaid video of changing text onto a still image, coining the term vog to refer to his video blog. At the end of 1999, there were only 50 blogs in the world! The first blogs were used for political purposes, then they were used as a source of information for the mainstream media (Giddens, 1991, p. 256).

In 1999, the Blogger website appeared, where anyone could start a diary. It wasn't until the end of 2002 that the first blog search engine was created. The author of this project is the well-known entrepreneur David Sifri. A little later, media companies began to use blogs. The terms blog, blogger have been entered into the official dictionaries (Marcia, 1966, p. 552).

By 2005, more than 9 million people were registered. In 2006, the growth rate of blogs was solid, and their number doubled every six months. About 75 thousand pages appeared per day. Since 2005, there has been a strong growth in the popularity of vlogging.

Today's most popular video sharing site YouTube (which now hosts the bulk of popular videos, including popular video blogs) was founded in February 2005.

By July 2006, it became the fifth most popular website with 100 million video views daily and 65 thousand new additions a day.

CHAPTER TWO.
VLOGGER'S IDENTITY IN CONTEMPORARY ANGLOPHONE YOUTUBE DISCOURSE: MODES OF CONSTRUCTION

2.1. Vlogger's Identity Construction in Anglophone YouTube Discourse

The Internet is an open information space. At the moment, blogs, including video blogs, are distinguished into separate communicative genres of the Internet. So, thanks to broadband Internet and the development of information technology, social networks have appeared with simple account settings, which contributes to the development of sites as communication platforms (Leeuwen, 2007, p. 190).

According to researchers, socialization in Internet communications has become one of the main functions of the web. Serazhim believes that the image created by a person on the Internet, in social networks, creates a certain cultural context, where social interaction and self-presentation provide new opportunities for reflection and experimentation with both a real and a virtual (Serazhim, 2003, p. 380).

Internet resources, which are a platform for socialization, attract adolescents for two more reasons. Firstly, self-expression or creativity, broadcast on the network in video blogs. This is an opportunity for the smooth implementation of ideas that are difficult to implement in real life (Hodge, 1993, p. 152).

Secondly, e-commerce. Teenagers are interested in the opportunity to earn "doing nothing", the latter means maintaining a video blog, since teenagers do not perceive this activity as professional at the stage of formation, but consider it as a way of earning money. Internet commerce is becoming especially tempting because it does not require large investments, is easily accessible, has an electronic payment system and incomplete state control over commercial activities in the network.

Shamaev I.N. (2013) classifies video blogs as follows:

• by authorship: copyright or personal (maintained by one person - the owner of the blog); corporate or group (maintained by employees of one organization /

group of persons); public or open (the rules of conduct are determined by the moderator);

• by content: highly specialized (news of sports, economics, politics, fashion, etc.) or general orientation;

• by location (technical basis): network (LiveInternet.ru, Blogger and others) or standalone (on an independent content management system and self-hosting).

We will adhere to these classifications in the course of the study.

Volokhonsky V.L. (2006) highlighted the functions of the blog, which confirm the above thoughts:

• self-presentation function

• entertainment function

• function of rallying and maintaining social ties

• memoir function

• function of self-development and reflection

• psychotherapeutic function

Also, the video blog is popular among adolescents due to the fact that the modern generation, according to scientists (Azarenok N.V. (2009), Grineva M.I. (2013), Dokuka S.V. (2013)), has developed clip thinking, when information (due to its diversity) is perceived abruptly in the form of unrelated events, facts, images. With clip thinking, the world is seen through vivid and short images, messages, news feed or short videos.

The video blog meets the described criteria, since it has a short message in the form of a video, most often an active presenter, and an attractive bright design using video editing (Maximova, 2017, p. 129).

Video blogging is a young phenomenon that has not yet been enshrined in a norm, standard and law; it is an object of public attention and communication, including adolescent ones. So, video bloggers are not responsible for the quality of the materials they post in the public domain (with the exception of those whose sites are accessed more than 3000 per day). The YouTube hosting rules, which prohibit

the propaganda of violence, terrorism, nude scenes, insults, and libel, do not regulate the norms of speech communication (Kulminskaya, 2011, p. 100).

The main function of blogs is communication. The typical blogger communicates with his commentators and also engages in discussions on other people's blogs.

For many, a blog is a way to share their views on many things with other netizens; a blog is both a personal and a public site. It is personal because it contains records that are personally interesting to the author, and public because absolutely anyone can see these records. Why do they start blogs:

- Entertainment;
- Information exchange;
- Socialization (communication);
- Diary (memoirs);
- Self-development;
- Psychotherapeutic activity;
- Self-realization;
- Pastime;
- Analysis of the reaction of the public to a certain situation;
- For your own influence;
- Propaganda (Zhang, 2009, p. 285).

Since the video blogger broadcasts video materials publicly and publicly for all ages, only conservative norms of the literary language can defend the Russian language and speech culture.

Let's take a look at some well-known foreign bloggers and analyze them.

PewDiePie - Swedish video blogger, letsplayer, show business figure, actor and musician.

Creator of the eponymous YouTube channel "PewDiePie". From August 14, 2013 to April 15, 2019, he had the largest number of subscribers on the video hosting. According to Forbes, his income for 2018 was about $ 15.5 million.

Felix Chelberg launched his YouTube channel "PewDiePie" on April 29, 2010. Then the concept of "let-play" did not yet exist, and at the initial stages of the development of its channel it proceeded slowly. As Chelberg himself recalls, in his first videos he was embarrassed to even speak, but got used to a new hobby thanks to the support of the audience. During this period, Felix combined video blogging with working as a waiter in a fast food restaurant and a cabin boy on a tourist boat, as well as selling his Photoshop works.

The channel's rapid growth began in 2012. So, on July 10, it had 1 million subscribers, and by September their number had doubled.

In February 2012, Felix entered the King of the Web online competition. His first attempt failed, but shortly after the February 1-15 vote, Chelberg still became the Gaming King of the Web. According to the results of the next vote, he won again and transferred all the money won to the account of the World Wildlife Fund.

In June 2012, Chelberg gave a speech at the Nonick Conference. In October 2012, OpenSlate ranked PewDiePie as the # 1 channel of all YouTube channels.

In April 2013, Felix's channel grew to 6 million subscribers, as reported by The New York Times.

In May 2013, at the Starcount Social Stars Awards, Chelberg beat celebrities like Jenna Marbles, Smosh and Toby Turner to win the Most Popular Social Show and Swedish Social Star. Social Star Award). During the broadcast of the show, he represented the contestants for the Most Popular Game.

In 2012 and 2013, the PewDiePie channel was the fastest growing on YouTube, and on August 15, 2013, having overtaken the American duo Smosh, it came out on top in terms of the number of subscribers.

In September 2013, Felix was awarded a Guinness World Records certificate for the largest number of subscribers, as he posted on his video blog.

In May 2014, Chelberg's channel grew to 27 million subscribers, and in June of the same year - to 28 million.Already on July 25, 2014, the number of subscriptions exceeded 29 million, and after 4 days (July 29), another 75 thousand users subscribed to the channel ... Until December 26, 2018, the video A Funny

Montage had the most views on the channel (over 85 million views); later it was replaced by bitch lasagna (now - more than 211 million views).

On December 8, 2016, the PewDiePie channel gained 50 million subscribers. Shortly before that, Felix tweeted that upon reaching such an anniversary he would delete the channel, but the statement turned out to be frivolous: the blogger released a video in which he deleted his second, humorous account with only a few million subscribers. A few days after reaching 50 million, Pudeepye became the first to receive the Ruby Button as a follower reward.

Channel format.

Chelberg's YouTube channel mainly consists of video game playthroughs, which were accompanied at first by his voiceover, and since March 2011, most of PewDiePie's videos contain footage from his camcorder.

Felix specialized in horror and action games. One of the first games he recorded passing was Amnesia: The Dark Descent. Now his channel has switched to a more entertaining format than a gaming one.

His channel also promotes indie game developers, which greatly increases interest in the game included in the playthrough. One of the more popular games of this kind is the indie game Happy Wheels, thanks to which it also gained a lot of popularity.

From September 2, 2011 Chelberg began uploading weekly video blogs to the channel, such as "Fridays With PewDiePie" or others describing travel to different cities.

In 2012, PewDiePie signed with Maker Studios, a media company that represents content creators on YouTube, Instagram and Facebook. After that, the monthly number of video views on the PewDiePie channel has grown from 100 million to 200 million .

According to the WSJ, YouTube signed a multi-million dollar deal with Chelberg in 2015 to release new videos only on YouTube.

In October 2015, YouTube announced a YouTube Red subscription, which will give subscribers access to ad-free videos, offline viewing, and exclusive

content. The first YouTube Red series was Scare PewDiePie - a show in which the video blogger had to relive moments from the scariest games.

James Steven (Jimmy) Donaldson, better known under the pseudonym MrBeast, is an American video blogger, show business figure, creator of the eponymous YouTube channel. According to Forbes, his revenue for 2020 was about $ 29.5 million.

It is considered one of the most popular video bloggers in the English-language segment of YouTube video hosting.

Jimmy Donaldson (or Mr. Beast) is a popular American video blogger: he has over 50 million subscribers on his channel, and Forbes ranked him as the second highest paid YouTube creator for 2020.

In addition, Donaldson is known for his #TeamTrees charity project (he, PewDiePie, Ninja and other bloggers raised money to plant 20 million trees), and for supporting PewDiePie in his "war" against the Indian T-Series channel (he bought billboards and posted there calls to subscribe to PewDiePie). At the end of 2020, Mr. Beast gathered the creators of YouTube channels and made his own Rewind, since YouTube itself did not release it.

Donaldson started his YouTube channel in 2012 at the age of 13 under the name "MrBeast6000"; he has produced a wide variety of content, from Lettersplay to videos in which he judged the wealth of other YouTubers. However, his videos remained in relative obscurity - averaging about a thousand views each - until his 2017 "tally to 100,000" release, which garnered tens of thousands of views in just a few days (Mukhopadhyay, 2014, p. 1568).

Jimmy has over 64.8 million YouTube subscribers as of July 2021 and is run by Dallas-based talent management company Night Media.

Donaldson publishes his unusual acts of charity: $ 100,000 donation to homeless shelters in December 2018, $ 32,000 donation to the Army Injured Veterans Program, $ 70,000 to St. Jude Children's Research Hospital and $ 10,000 for a local animal shelter in Los Angeles. During the battle between PewDiePie and the T-Series to be the most watched YouTube channel, MrBeast bought billboards

and radio ads to help PewDiePie gain more subscribers than the T-Series (Snelson, 2013, p. 337).

MrBeast is one of the fastest growing YouTube channels right now. The graph shows the number of subscribers in different years:
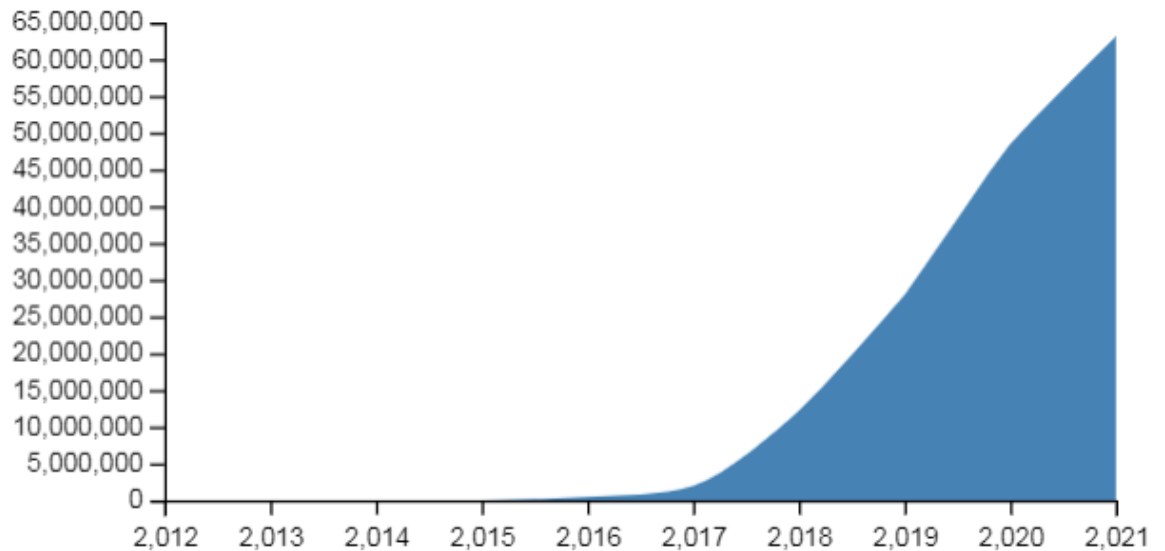
2012 - 27

2013 - 689 (up by 662)

2014 - 1754 (up by 1065)

2015 - 15729 (up by 13975)

2016 - 454915 (higher by 439186)

2017 - 1952845 (higher by 1497930)

2018 - 12137321 (higher by 10184476)

2019 - 27978806 (higher at 15841485)

2020 - 48507735 (higher by 20528929)

2021 - 63124574 (higher by 14616839)

2.1.1. Verbal Modes of Communication foreign bloggers

Through spoken words and the use of speech and language to convey messages. It occurs when we speak to others. Verbal communication can be formal and informal. However, when it takes place in person, verbal communication and non-verbal communication go together (Herring, 2004, p. 134).

As noted by A.G. Gorbunov (2013), at the end of the 20th century, a new, not formal-structural, but functional-communicative paradigm for the analysis of linguistic statements was developed, which is based on the belief that "no linguistic phenomena can be adequately understood and described outside their use". This kind of analysis is defined by linguists, philologists, anthropologists, philosophers, teachers through the concept of discourse analysis.

We are witnessing how in science more and more attention is paid to the human factor in language and linguistics. This leads the adherents of the functional-communicative approach to victory over those who adhere to the formal-structural approach to the study of a language, which is characterized by the absence of precise, definable functions in the language, and the complete independence of the form of the language from its functions.

Adherents of the functional-communicative approach define language as a system of signs that is used to achieve various communicative goals, to perform certain communicative functions.

A distinctive feature of PewDiePie's speech is the vocabulary he uses. The video blogger demonstrates a high level of emotional use of the language with the use of interjections and reduced vocabulary.

For example, PewDiePie's vocabulary often contains profanity that he censors. Also, the video blogger actively uses youth slang: in his vocabulary you can find words such as *vibe, dude, soy boy*, etc.

For example, PewDiePie's calls his fans "bros" or "Bro Army". At the Social Star Awards, he deliberately came out to thank his fans, despite warnings from guards who dissuaded him from doing so. He also calls the fans 9 year olds or 9 year old army.

It is fair to say that PewDiePie has its own "signature" words and phrases, thanks to which his personality becomes more recognizable. For example, in many videos Chelberg uses the word epic, which has become associated with his image.

The stylistic component of the speech of video bloggers is no less important. For example, PewDiePie often uses a stylistic technique such as repetition, which

gives expressiveness to speech and highlights the most important parts in the flow of speech.

For example, *"I don't know. I don't know! "* or *"She's clear, she's clear"* in the video "Am I Introverted or Extroverted ?!"

Sometimes in his speech you can hear some examples of gradation *("I am single, lonely, pathetic")*. The use of gradation arouses interest among listeners, helps to penetrate deeper into the meaning of the statement, and gives rise to figurative associations. Such a technique as a rhetorical question gives a speech a special emotionality, increases tension, makes the audience think.

Thanks to rhetorical questions, the speaker seems to enter into interaction with the listeners, therefore, communication is much more successful. For this reason, video bloggers often use this type of question in their speech.

PewDiePie is no exception, who often asks rhetorical questions during his videos (for example, *"Excuse me, what? What happened? Why do I know this?";* *"Am I right, gamers?"* In the video "A YoYo Master Teaches Me How To YoYo"). In addition, sarcasm and irony are often present in the speech of a video blogger, which are usually used for a humorous or expressive effect.

In the aforementioned video "Am I Introverted or Extroverted?!" PewDiePie says, *"Everyone knows introverts can't talk, they cannot communicate,"* which is certainly ironic in this context.

To summarize the above, we can say that PewDiePie uses simple spoken English in his videos. The blogger's speech is replete with stylistically marked, emotionally colored vocabulary, slangisms and various stylistic devices are actively used.

In view of the fact that the audience of the video blog, like YouTube as a whole, is predominantly children and adolescents, the language of communication has been chosen accordingly.

2.1.2. Non-Verbal Modes of Communication foreign bloggers

So, for example, non-verbal provocation can be represented by a photograph in black and white, where the blogger's face does not reflect shades of joy, but on the contrary, all artistic effects are aimed at forming sympathy or empathy.

Consider the nonverbal components we noticed while watching the video PewDiePie:

•Openness gestures indicate sincerity and a desire to speak frankly ("open arms" and "unbuttoning a jacket").

•Reflection and evaluation gestures reflect the state of thoughtfulness and the desire to find a solution to the problem ("hand to the cheek", "pinching the bridge of the nose")

•Gestures of suspicion and secrecy indicate distrust in you, doubt in your correctness, a desire to conceal and hide something from you (rubbing your forehead, temples, chin, trying to cover your face with your hands)

Consider, as an example, the situation in which PewDiePie reacted to an event that occurred in his life.

The Christchurch attack marked a turning point in the life of PewDiePie. Terrorist mentions his name before attacking mosques.

On March 15, 2019, white nationalist Brenton Tarrant launched a mass shooting at two mosques in the New Zealand city of Christchurch; 51 people were killed in two attacks, 49 were injured. During the attack, the offender was broadcasting live on Facebook, before the shooting he uttered the phrase: "Remember, guys, subscribe to PewDiePie". A month later, on April 27, in California, a student opened fire in a synagogue - one was killed, three were wounded. Before the attack, the terrorist published an anti-Semitic manifesto, in which he thanked for his help in organizing "Felix Arvid Ulf Chelberg" (full name PewDiePie).

In a conversation with NYT, PewDiePie calls the attacks a turning point in his life. The next morning, while he was still in bed, his phone was torn from messages. He wanted to issue a statement, but realized that in this way he would draw attention

to himself, and not to the victims. Now the blogger is annoyed that he is attributed to the ultra-right. He insists on his apoliticality and does not feel sympathy "neither for the right, nor for the left" - he is "somewhere in the middle".

After the terrorist attack in New Zealand, Chelberg changed noticeably: he stopped settling scores with the media, returned to playing Minecraft, married beauty blogger Marcia Bizonin in August and gained 100 million subscribers - with which YouTube congratulated him. The video service also sent the blogger a branded red diamond button and a letter of congratulations from CEO Susan Wojcicki. The Swede managed to rehabilitate himself in the eyes of the company.

Why does everyone like to PewDiePie?

•Emphasis on the gaming audience. Chelberg contacted the developers to get a release copy of the game, record the gameplay cuts before others, and post the recording, accompanied by comments. Such videos allowed viewers to evaluate the game and decide whether to buy it, as well as "play" it, watching the passage of Chelberg, if there was not enough money to buy

He plays not only popular games, but also independent and fan projects. This is one of the best and original materials that other let players do not have, says TurboFuture. One of these games was Happy Wheels - videos about this game increased the popularity of both the video blogger and the game itself.

•Friendly relationship with the community. Felix reads comments, speaks out about controversial trends, trends and communicates with subscribers, calling them bro - "brothers". Felix cares about the viewers and the platform on which YouTube is located and responds to negative changes. For example, he turned off comments on videos when YouTube integrated Google+ into comments, and the volume of spam exceeded the number of real comments.

•Sincerity. PewDiePie is loved for its immediacy: it has no influential brands behind it (because it scares them all away), no scriptwriters or cameramen - just a small team of friends. Felix in the commercials constantly says only what he thinks, swears, does not hesitate in rude jokes. PewDiePie describes himself as "a dude from

Sweden who loves to laugh and make others laugh". He can cry, get angry and show emotions on camera, which the audience appreciates.

•Diversity. PewDiePie has moved away from the let-play format to broaden its audience: it shoots travel videos with its fiancée, talks about books it has read, reviews memes, writes podcasts, takes opinions on events, and is constantly looking for new genres.

•Regularity. For several years, PewDiePie has posted at least one video every day, even if he is sick or traveling. For this he has spare and pre-loaded videos.

•Clickbait. The loud headlines that he plays in the video are one of the features of the PewDiePie style.

Facial expressions are "expressive movements of the muscles of the face, which are one of the forms of manifestation of certain human feelings" or "movements of the muscles in coordinated complexes, reflecting various mental states of a person" (Shevel, 2016, p. 145).

Typically, the range of emotions of video bloggers mainly includes positive or neutral emotions that help them win over a large audience. In the frame, the emotions and mood of video bloggers also depend on how much they like the topic they touch on. For example, if the video blogger himself liked the film under discussion, then facial expressions will visually convey their mood and emotions (Fig. 1).

Figure 2.1. Joy - John Flickinger

In the following example (Fig. 2.2), the author, on the other hand, does not like the film he is watching and expresses disgust: *"It (the film) is a lazy attempt to try to rip off" Wreck-it Ralph"and inside out and it's just as you're watching this movie, you're just saying "oh my god", they just want us to realize that society could just be dumb "*.

The focus of researchers of the features of non-verbal behavior is a sign, considered as a material, sensually perceived object used to store, transform or transmit information about this replaced object, as well as acting as a substitute for another object in the process of cognition and communication (Grishina, 2012, p. 111).

This interpretation of the sign made it possible to consider the gesture as a sign system, since gestures by their nature are a natural means of communication. Gestures include "certain, more or less clearly perceived and described properties of general motor skills, predominantly of the body surface" (Evstafieva, 2016, p. 26).

Hand gestures can include movements from the shoulder, from the elbow, the hands and fingers, and they can also indicate movement towards and away from oneself, up and down, or in a circular manner. Hand gestures are performed in a plane parallel or perpendicular to the body.

Gesturing helps the speaker to form complex ideas and visually convey them to the interlocutor. Gestures are useful at the stage when the thought has already been formed and it remains to express it aloud. When a person cannot find the right word, gesticulation reduces the number of speech failures: hand movements help to remember a word or choose a similar one (Egorova, 2015, p.186). Hand gestures help emphasize information.

Example from Jeremy Jones' video blog: *"The statesmen don't use what the Kingsmen would use (points left). The Kingsmen don't use but the statesmen would use (points to the right)"* (fig. 2.3)

Figure 2.3. Hand Gestures - Jeremy Jones

Moreover, excessive gesticulation may indicate that the discussion is very important to the vlogger. Seriously. The fingers are mainly used for highlighting gestures.

For example, video blogger Sean Chi uses his fingers to list facts (Figure 2.4): *"She calls herself the best female artist, the queen of new, she's the best in the game"* is the topic he is waiting for, and he wants his words to be accepted serious enough. The fingers are mainly used for highlighting gestures.

For example, video blogger Sean Chi uses his fingers to list facts (Figure 2.4): *"She calls herself the best female artist, the queen of new, she's the best in the game."*

Figure 2.4. Finger Gestures - Sean Chi

The next non-verbal signal, the human posture, reflects the degree of attention, sympathy, or, on the contrary, neglect and disrespect for the interlocutor. Body posture is "meaningful positions of the human body, maintained for a certain time - short or long" (Kozlova, 2017, p. 248).

It can change depending on the mood and emotional state of the person. However, when interpreting it, it is necessary to take into account the cultural potential of a person and generally accepted etiquette conventions that should be observed in certain specific situations. Most video bloggers sit exactly in the frame (Fig. 2.5).

When a person sits straight, holds his back straight, he is open to communication, demonstrates interest in the topic under discussion, which arouses the confidence and disposition of the audience.

Seated posture, good posture, fit, correct position of the arms and legs always convey positive external characteristics. A straight back and wide-spread shoulders testify to the confidence of a video blogger who exudes calm and respect for a potential interlocutor.

Figure 2.5. Position of video bloggers in the frame

The direction of the gaze is no less important in the process of communication of the video blogger with the audience, since viewers are able to get a certain idea of the blogger by the direction of his gaze, by the position of his eyelids.

In the process of building effective communication, it is not difficult to find out whether a person is telling the truth, what is the degree of his confidence in this situation, his position in the dialogue, his emotions. Video bloggers always try to look at the camera in order to establish contact with the audience and create the impression of lively, relaxed communication.

All of the video bloggers we investigated maintain prolonged eye contact without taking their eyes off the camera lens.

For example, video blogger Chris Stackman narrows his eyes, trying to make a prediction about the near future: *"... it's one of the things that I think works the most about it in future years, perhaps in future decades that will remain to see how well this film holds up ... "*, Or looks away to the right and down, which speaks of any experience or reflection (Fig. 2.6): *"... sometimes the more dramatic elements of this story that: do we publish this? What are the ramifications of publishing? .. "*

Figure 2.6. Direction of View - Chris Stuckman

Based on the results of the study, it can be concluded that successful video bloggers actively use hand gestures and facial expressions, since sometimes these means of non-verbal behavior convey much more information than speech itself. The upright posture of video bloggers speaks of confidence and interest in the submitted material. In addition, they try to maintain long-term eye contact, only occasionally averting their eyes to the side, which helps to establish eye contact with a potential audience.

2.2. Typology of Anglophone Vloggers in YouTube Discourse

Exploring the phenomenon of video blogging, where the statements of the authors have coherence, integrity and immersion in life, we can say that we are analyzing the discourse of video blogs. Discourse involves the functioning of speech in a certain environment, the choice of linguistic units depending on the situation.

In our case, the environment, setting, the object is a video blog, the subject is the oral speech of video bloggers.

Building on the virtual identities concept, we posit that individual could be receptive toward a migration of their real world identities to the online virtual environment and thereby cumulates in the formation of blogger virtual identities.

The focus of attention also falls on the structural and semiotic aspects of oral speech, as well as the socio-cultural, socio-psychological contexts of modern reality. For a full-fledged study of the discourse of video blogs, we additionally use the methods of content analysis and the method of analyzing situations.

Based on the above provisions, we, based on our own observation, have identified the following criteria for the discourse analysis of a video blog :

1) Availability of a video blog cover

2) Match the video cover to the video content

3) Availability of video editing

4) The presence of inserts from films or other videos and music products

5) The presence of photo inserts, adding visual content during installation

6) The presence of a permanent individual design

7) Description of the background, adherence to the aesthetics of the frame, the presence of props

A professional blogger knows how to unobtrusively, within the framework of a seemingly ordinary post, skillfully promote certain ideas, products, brands and brands to the public. And as a result, receive royalties for this. And with the development of the Internet, the blogger has gradually emerged into a separate new profession. There is an opinion that a blogger is always a freelancer and professional journalist.

But this is not so, firstly, a blogger can work in an advertising agency, media, PR or marketing departments of different companies; secondly, it is not necessary to be a journalist in order to maintain a profitable blog, and it is also not a fact that a professional journalist will have a successful blog. In this area, perseverance, the choice of interesting topics, the desire to do your own thing and practice are important (Nechman, 2017, p. 33).

But the main quality for a blogger is the ability to write easily and interestingly, shoot an original and memorable video, have charisma and a well-delivered speech. In principle, any active "writer" of the Internet community can

become a blogger, since there are no more age or professional requirements for a blogger (Rakhvalova, 2010, p. 91).

Also, the advantages of this lesson include the fact that for him:

- No special education is required. At the age of 15-16 you can start your own blog, communication is a rather simple skill that we have been taught from childhood. After all, it is not at all necessary to describe complex chemical processes or problems of "War and Peace" by L.N. Tolstoy. You can describe everyday events and everyday things and still have a fairly large audience. The main thing is to find an approach to people; 21-Age doesn't matter. What do we need to create a diary? Nothing complicated. Elementary skills - typing, using a computer and expressing ideas. Nowadays, almost three-year-old children use computers, tablets, smartphones. And it's not surprising that 9-10 year olds are blogging (Yaylaci, 2014, p. 477);

- It doesn't matter what your geographic location is. With the invention of the Internet, territorial boundaries were almost completely erased. You have the opportunity to go online from anywhere in the world and communicate with completely different people. You are no longer attached to your city or country. Full freedom. And this is perhaps the main plus of communication through blogs;

-No financial investment required. Most hobbies need to be invested. Just remember: fishing - fishing rods and tackle, photography - expensive cameras and accessories attached to them, which seem to be accompanying, but seem to cost a thousand or two rubles. Playing instruments is buying that instrument. And in order to become a blogger, you just need a desire and access to the Internet from any device, which is not a problem these days, every second apartment has an Internet connection (Leeuwen, 2007, p. 113);

- A creative approach is needed. In expressing your thoughts, you are not limited by absolutely nothing. You can write about politics as well as about crochet styles. Thanks to this, each of us can find a topic close to him and write a blog about it.

Some blogs have been and continue to be popular, while interest in others has waned pretty quickly. It all depends on the personality of the blogger. Around non-standard, interesting personalities, whole communities of readers and subscribers are quickly formed, which repost interesting events, statements, discussions on their blogs, social networks, etc. Thus, information spreads rather quickly within such a community and becomes known by the principle of "word of mouth" to a fairly large circle readers (Lange, 2014, p. 272).

For a good, interesting blogger, skills such as:

- Set clear goals. In order not to get confused in your desires, not to waste precious time on unnecessary actions;

- Follow the intended path, not paying attention to the condemnation of others. It is obvious. After all, listening to everyone, you very quickly deviate from what was planned;

 - Realize your mistakes and make efforts to correct them. This will help to improve your work and avoid similar things in the future;

- Have charisma and get along with people in one way or another. After all, the blogger communicates directly with others and without this quality you are unlikely to have a meaningful dialogue or monologue.
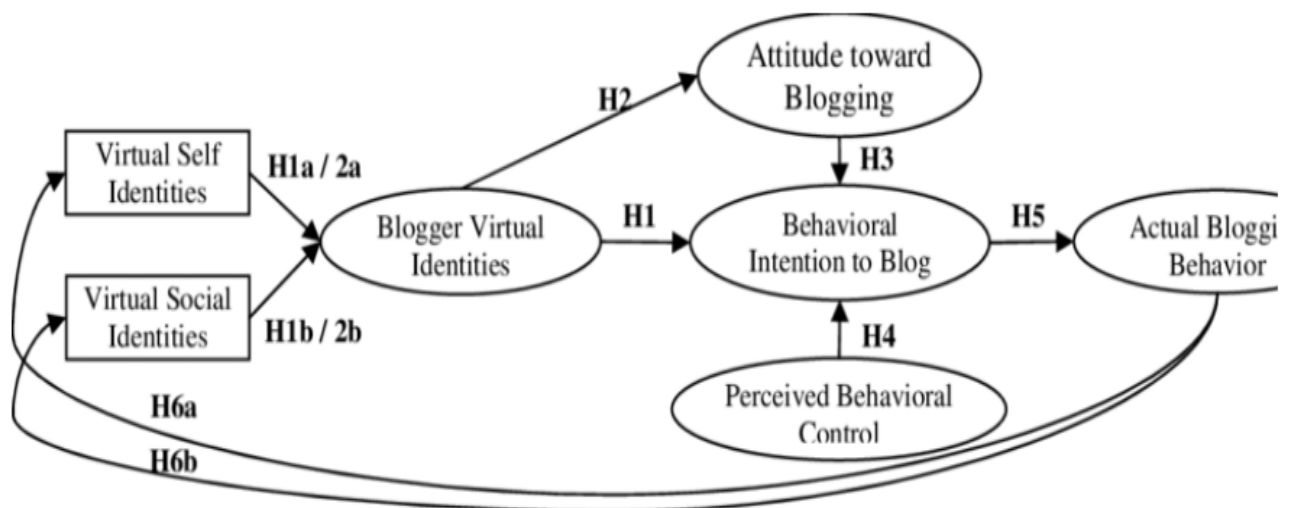

Figure 1. The research model-virtual identities model of blogging intention

Our research model, termed as the Virtual Identities Model of Blogging Intention, is depicted in Figure 1. In the broadest sense, it is based on the Theory of

Planned Behavior (TPB), which posits that individual behavior is driven by behavioral intentions (Ajzen, 1985, p. 75; Ajzen, 1991, p. 163).

YouTube had three roles, therefore. First, it beautifully contextualized the new teaching items. Secondly, it offered a ready context for the review of materials that had already been practicedunder careful control. Thirdly, it enhanced student motivation by varying classroom activity. Theuse of YouTube can play a very important role, in that this, more effectively than any othermedium, pushes back the walls of the classroom and shifts the forces of the lesson into the worldoutside.

In order to compile a collective speech portrait of an English-speaking video blogger, we selected the following 7 video bloggers working in genre "review" from the video hosting YouTube, which have the number of subscribers the channel has more than 200 thousand people:

1. PewDiePie -110 million subscribers

2. MrBeast - 64.8 million subscribers

3. Chris Stuckmann - 1.2 million subscribers

4. Shawn Cee - 300 thousand subscribers

5. Kristian Harloff ("schmoesknow") - 297 thousand subscribers

6. Mark Ellis ("schmoesknow") - 297 thousand subscribers

7. John Flickinger ("theFLICKpick") - 257 thousand subscribers.

30 videos with a total duration of 300 minutes were analyzed and processed, which made it possible to obtain the following results.

At the phonetic level, such phonetic phenomena as intonation, pauses, and speech rate were analyzed. Most video bloggers actively use logical stress, thus highlighting the most important, in their opinion, semantic component of the statement.

The logical stress in speech is accompanied by a descending tone: "*The beginning set up for her is \ humorous, it looks almost ir \ relevant, but it's \ not irrelevant*" (Chris Stuckmann)

The pause effect in the speech of video bloggers is achieved by dividing speech into semantic parts using logical pauses. This is especially noticeable when

listing any facts in the proposal. For example: "*I liked the build-up, (P) I like the characters coming together, (P) I like when they're testing all their gadgets and trying them out and things are going wrong*" (Mark Ellis).

In most cases, the length of the logical pause in the studied video blogs is average, i.e. does not exceed 2 sec.

Less often in the speech of video bloggers there are pauses in hesitation associated with the spontaneity of speech. Before recording video material, video bloggers draw up a plan (scenario) according to which the main idea (theme) of the video will be implemented. This is done in order to avoid unnecessary pauses and confusion in the sequence of presenting ideas and thoughts that will be covered in this video, in order to present as much information as possible.

Also, summing up the speech rate of these vloggers, we managed to get an average rate of 208 words per minute.

Among the video bloggers we studied, Jeremy Jahns (≈230 words / min.), John Flickinger (≈250 words / min.) Have a fairly fast speech rate. The predominance of a fairly fast rate of speech can be explained by the fact that the authors of video blogs "adapt" to the time factor, because in a short period of time - on average, the length of a video blog is from 2 to 12 minutes - a video blogger needs to cover as much information as possible in a minimum period of time.

At the lexical level, we analyzed lexical units and means that are often used in the speech of English-speaking video bloggers. Each video blog uses a special vocabulary related to cinema and music, which determines the topics of these blogs: "movie", "album", "tracks", "music", "character", "artist", "story", "record", "Book", "animated", "live action", "song", "sound", "hit", "animation", "scene", "single".

The most frequently used adjectives in the speech of video bloggers are: "good", "much", "most", "great", "best", "different", "bad", "favorite", "hard", "interesting", "awesome".

Most of the adjectives given above have a pronounced positive emotional connotation.

During performances, most video bloggers try to interest and attract more viewers, evoke a response from them, as well as express their point of view or attitude, as well as discuss the moments that made the greatest impression on them.

Quite often, the authors of video blogs use interjections to express emotions. The most frequently used interjections:

"Yeah": «Oh, oh, yeah, Hopsin, we already know who 1999 - 2003 M&M used to be, I don't need you to remind me». (Shawn Cee)

"Well": «They were like: "Well, we just want to make the song different". (MrBeast)

"Oh, my God!" (Oh, my Gosh, Holly God): "I just watched the Disney trailer for the new "Panda's" movie. Holy God!". (Mark Ellis)

An equally important role is played by idioms, which give the presentation not only expressiveness and expressiveness, but also help to show the author's assessment:

"The first movie was so over-the-top and enjoyably so that I was hoping for a similar experience the second time around" ... (Chris Stuckmann)

"Despite a lot of this record feeling at least a little off-the-cuff, there is a surprising amount of chemistry between the band and Haino here". (PewDiePie)

"The things that he's asked to do in this movie go so far above just looking like a guy doing an "Open mic" that I was blown away by his performance". (Mark Ellis)

When analyzing the syntactic features of speech, the syntactic techniques used by video bloggers were taken into account. Simple and complex sentences used by video bloggers do not carry specific features, and their structure does not actually differ from similar types of sentences inherent in other genres of oral public speech.

It is also important to note that the speech of video bloggers is replete with a large number of interrogative sentences used for emotional coloring.

Moreover, the most common type of interrogative sentences are sentences with a rhetorical question: *"For a long time I was like: did we have to have him in here?"* (Chris Stuckmann).

Often, video bloggers use internal speech, which is presented in the form of internal monologues and is necessary in order to demonstrate to the viewer the flow of thoughts in the head of the author of the video blog: "*The movie does bounce around between two timelines, so sometimes you're like wait" Are we here " or "Are we there"? <…> Doesn't happen often just a couple times I was like, "Wait, where are we right now?"* (Jeremy Jahns)

The most common form of quotation in video blogs is the form be like: *"I was like:" that's either gonna mix or I'm gonna leave the theater "* (Kristian Harloff)

Reinforcing and excretory structures help to highlight specific information, emphasize its importance and focus the audience's attention on it.

For example: *"... he's a person who tries to take away people's ability to dislike him"* (Shawn Cee).

In addition to these constructions, the authors use a service word - the verb do to enhance the meaning of the predicate: *"Now, in all fairness, they do explore a few things a little bit more in detail".* (John Flickinger)

Thus, the speech of a typical English-speaking video blogger is characterized by a smooth increase and decrease in tone; the predominance of an average measured pace; even placement of pauses, the use of logical pauses and accentuations, the use of special vocabulary, interjections that give emotionality to speech, the use of idioms to create analogies and images, as well as the use of different types of sentences, the constant use of elliptical sentences, rhetorical questions, inner speech, etc.

Videoblog as a genre of Internet communication operates in the online space, and information is transmitted through an audio-visual channel. The videos are broadcast in chronological order, and the video blog itself is the text of the mass media. In addition, the video blog has different classifications: by type of authorship, by subject of content or genre.

It was also revealed that video blogging is a popular pastime for the younger generation. Video blogging contributes to the manifestation of independent network behavior of adolescents, since the blog has the functions of self-presentation,

entertainment, rallying and retention of social ties, memoirs, the function of self-development and reflection, has a psychotherapeutic effect and is a means of earning, which allows the teenager to feel like an independent person.

GENERAL CONCLUSIONS

Blogger virtual identities is conceptualized as a second order formative construct formulated through two first-order reflective subconstructs, namely the virtual self identities and virtual social identities.

As part of the theoretical analysis, the concept of video blogging was formulated as a process that takes place in the video blogosphere and is associated with the creation of video content, its placement and communications between the author and the audience. The participants (actors) of this process are, on the one hand, the author (video blogger), and on the other, the audience, i.e. subscribers. The role of a specific actor is played by the video blog itself as a product of the video blogger's activity.

A prerequisite for the rapid development of video blogging was the development of such a resource as YouTube. This video hosting has gained immense popularity among Internet users around the world, due to its simplicity and ease of use. An analysis of the works of domestic and foreign authors made it possible to conclude that modern studies of this resource are of a very diverse nature.

Video hosting is being investigated as a social network, a new format of a communication platform on the Internet, a scientific and educational tool, a tool for manipulative influence, etc.

The active development of YouTube video hosting and, as a result, video blogging contributes to the expansion of the Internet audience. The age of active access to the Internet is constantly decreasing, children are becoming the main conductors of new Internet technologies into real life.

Since the phenomenon of video blogging is now becoming more and more widespread in all areas of Internet communication, previously unknown opportunities are opening up for researchers to analyze the verbal and non-verbal behavior of video bloggers and to study this phenomenon from the standpoint of various approaches.

It seems promising to further comprehensive study of the non-verbal behavior of representatives of various professional speech communities, taking into account their age and gender characteristics, in order to consider the nature of the implementation and the ratio of non-verbal and verbal codes in interpersonal and intercultural communication.

RESUMÉ

У 21 столітті технологій відеоблог стає все більш і більш популярним явищем і збирає навколо себе численну аудиторію. Масовий інтерес користувачів відеоблогінгом пов'язаний з основою відеохостингу YouTube в 2005 році, який дозволив будь-якій людині, що має доступ в інтернет, публікувати аматорські відеоролики. В даний час тривалість щоденних переглядів відео на YouTube досягла 1 млрд. на день.

Об'єктом дослідження є відеоблоги на платформі та способи вербальної та невербальної поведніки відеоблогерів у сучасному англомовному та YouTube –дискурсі.

Метою дипломної роботи є аналіз ведення блогів як засобу соціальної комунікації.

Завдання визначаються метою нашої роботи і полягають у тому, щоб:

1. З'ясувати теоретико-методологічні підходи до вивчення відеоблокосфери як об'єкта соціологічного аналізу.

2. Визначити особливості YouTube як основи для блокування відео.

3. Проаналізувати роль Інтернет-середовища для соціалізації з різним рівнем включення.

4. Установіть відповідність між типологією англомовних влогерів у дискурсі YouTube

За матеріалами наукових публікацій визначені формати дослідження відеохостингу YouTube: як соціальна мережа, комунікативний майданчик в Інтернеті, науково-освітній інструмент і інструмент маніпулятивного впливу на споживачів. Візуалізація процесу отримання інформації, швидкість і високий рівень її доступності роблять YouTube найпопулярнішою платформою для відеоблогінга.

У даній роботі нам представилося можливість досліджувати такі способи невербальної поведінки, як міміка, жести, поза, напрям погляду (тривалість і частота погляду). В результаті комплексного дослідження вербальної та невербальної поведінки відеоблогеров вдалося виявити як

загальні, універсальні характеристики, так і індивідуальні, притаманні лише даному типу особливості.

Незважаючи на те, що отримані дані свідчить про різноманіття форм саморепрезентації відеоблогерів, всіх їх об'єднує набір ознак, що дозволяють ідентифікувати приналежність даних індивідуумів до однієї професійної групи.

Для відеоблогеров характерно активне використання жестів рук і міміки. Пряма постава відеоблогеров говорить про їх впевненості і зацікавленості в поданому матеріалі. Не менш важливо дотримуватися тривалого зорового контакту, що допомагає налагодити зв'язок з потенційною аудиторією.

Проаналізувавши невербальну поведінку досліджуваних нами відеоблогеров, можна зробити наступні висновки: активне використання засобів невербальної поведінки лише доповнює або посилює сказане.

Активний розвиток відеохостингу YouTube і, як наслідок, відеоблогів, сприяє розширенню аудиторії Інтернету.

Оскільки феномен відеоблогінгу зараз набуває все більшого поширення у всіх сферах спілкування в Інтернеті, перед дослідниками відкриваються невідомі можливості для аналізу вербальної та невербальної поведінки відеоблогерів та вивчення цього явища з позицій різних підходи.

Залишається актуальним та перспективним подальше всебічне вивчення вербальної та невербальної поведінки представників різних професійних мовленнєвих спільнот з урахуванням їх особливостей, щоб розглянути характер впровадження та співвідношення невербальних та вербальних кодів у міжособистісне та міжкультурне спілкування влогерів.

Ключові слова: відеоблогер; YouTube; дискурс; соціальна комунікація; вербальна комунікація; невербальна комунікація; відеоблогер; міміка; жести.

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