Tactics of Verbal Defense Strategy in Youth Discourse and Their Representation in Modern Talk Shows

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Abstract

The article analyzes youth discourse and its social features in popular TV genre talk show. Each participant of the show has his/her own function and definite part prepared by the authors. According to the talk show analysis, it was defined that participants of this age group are mostly presented as victims of any case, as accused people who are discussed by public, criticized by experts and audience. Thus, in most cases the youth follow the communication strategy of verbal defense, and particularly interdefense of the members of their own peer-group. The strategy shows inner solidarity and intimacy which connect the youth and are obvious in their speech. As a result, we have defined precise four tactics of the communication strategy of verbal defense: a tactic of praising a discredited person, a tactic of opposing the accusation, a tactic of transmitting of accusation to other parties, and a tactic of counter-accusation. All the situations are presented as very close to real-life situations of youth discourse in intra-dimension level when youngsters interact with the representatives of other age groups. There have been given several extract from popular talk shows in Kazakh, Russian and English which prove the hypothesis that youth discourse is characterized by the same communication strategies and tactics. These peculiarities do not depend on nationalities or ethnic groups the participants belong to.

Keywords: youth discourse, communication strategy, communication tactics, peer-group, solidarity, defense

1. Introduction

The paper displays investigation of the youth discourse in talk shows, their communication strategies and tactics used in public discussions. Youth discourse has been a popular object of research in the recent years as it certainly displays the current state of a language. Youth and youth culture involves the age of later secondary school period, early stage or delayed beginning of the workforce, culture of high consumerism. Youth culture has become a unique phenomenon with multiple forms and directions. By "youth" most authors mean children, teenagers, and young people at the age of fourteen to thirty. The age range can vary in accordance with purposes of research and subjective views of a researcher. Anyway, youth has been placed as individuals at the center of the interest, rather than as a transitional period before adulthood (Shalini, 2013, p. 2). Chabanenko puts youth discourse on the same dimension with working class, elite class, discourse of actors, discourse of people of arts, etc. (Chabanenko, 2007). As an alternative, the concept of (youth) depends on age borders and social institutions such as schooling and the job market, but it nonetheless offers a more flexible starting point for discourse-based research we are intending to deal with. Here the term "youth" is closer in meaning to the term "adolescence", which can be defined from the perspective of adults and adulthood as a transitional period marked by lack of autonomy and competence, and often perceived as deviance from adult norms (Bucholtz, 2002). Youth is then determined "in relation to that which is interpreted as respectively childish or adult". Such a relational concept of youth is well placed to integrate the fuzziness of youth, extended post-adolescence, and 'emerging adulthood'. The United Nations Organization (UNO) determines youth as individuals aged between fifteen and twenty-four years. The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines "youth" as each person between the ages of fifteen and thirty-five years" (UNESCO, 2014). We are inclined to consider the former definition in our work as it is closer to the purpose of our investigations.

This paper is aimed to identify communication strategies and tactics in verbal behavior of the youth, their ways of self-identification, aligning and convergence in society. Here we consider intra- and intergenerational boundary setting (Deppermann & Schmidt, 2003, pp. 25-56). On the *intra*-generational side, boundaries are

drawn to peer-group members or to other youth groups; in the *inter*generational dimension, to family and relatives, (unknown) adults or persons of institutional authority such as youth workers or schoolteachers. In this sense our work can be a logical continuation of the works studying slang/non-slang speech of youngsters depending on their interlocutors (Schwitalla & Streek, 1989). As it is difficult to collect data from everyday life, make recordings from usual real-life speech (in most cases it can be regarded as invasion of privacy), we choose public talk shows with the participation of the youth where the accommodation between ages takes place, and where there is a vivid attempts of the youth to defend themselves as members of a separate peer-group.

Classical talk show is a triangle including a host (hostess) - invited interviewees (experts) - the audience. And "each member of the talk show, whatever its utility function within the program, is a character with a definite role given by the authors" (Kim, 2001, p. 89). Analyzing TV shows with actors aged 15-24 years, it was revealed that members of this social group almost always act as victims of a situation, the defendant from the public, and are criticized by experts and the audience. In rare cases, the youth representatives act as experts or "prosecutors." Even in such cases, their opinion is not decisive or crucial in the discussions. Based on these observations, we can conclude that this scenario is usual not only for talk shows, but for real-life situations as well which make our research topical and problematic.

Van Dijk and Kintsch's 'model' focuses on the affirmation that discourse processing is firstly a strategic process using external and internal information (van Dijk & Kintsch, 1983, pp. 61-95). A strategy includes an action: goal-oriented, possessing certain intentions, characterized with high consciousness, and well-regulated behaviour that sets or prevents changes in the world and in different situations. In communication a number of interlocutors are involved with their own aims and interests, though purposes can be managed and regulated.

As for tactics, we consider them as concrete operations and acts used in order to realize a strategy. One strategy may include more than one tactics. E. M. Vereschagin describes tactics as a line of behavior and of a communicant which is homogeneous in implementation of intentions, it is a part of his efforts to achieve strategic perlocutionary effect (Vereschagin & Kostomarov, 2005, p. 476).

2. Statement of the Problem

Research of the youth discourse, its communication strategy of defense and tactics is a very perspective field as from cognitive, so from linguistic viewpoint. Youth discourse is generally considered to be particularly emotional, full of word puns, slangs and converted sentence structures. Within social sciences such as anthropology, sociology, social psychology, specificity of social and cultural practices is an emphasis on adolescence, as a distinctive, biologically delimited, and transitional phase that inevitably presents certain differences and too conflictual relations with adulthood and adult authority. So, youngsters often fashion their distinctiveness through formation and participation in groups of close friends (Androutsopoulos & Georgacopoulou, 2008, p. 4). Showing of this intimacy and solidarity is a matter of interest in our research as a perspective in future deep understanding of youth cognitive peculiarities and modeling their linguistic behavior in society, help them to understand other age and social groups and be understood. It is assumed that by opposing applying concepts to another culture, scholars deny the possibility that people of other cultures make sense of their world in different ways as they react to the same stimuli in different ways (Zena, Marlyna, & Nor, 2012, p. 127). The same premises can be made about different social groups and age groups as well. Youth and older generation look at the same concepts in the world differently which is vivid and influences on their language. That is the crucial problem raised in the article.

3. Objectives of the Investigation

The objectives can be given as the following:

- to define the communication strategy of defense and its tactics followed by the youth discourse based on the material of modern TV talk shows.

- to study and find out the main verbal ways the youth express their solidarity in the intergenerational dimension, related to the representatives of other age groups, adults.

- to examine the way adults perceive and are influenced by their verbal defense and expression of solidarity.

- to set up perspective problems of the research for future investigations.

4. Research Questions

1) What concrete tactics can we see in talk shows which illustrate the realization of the strategy of verbal defense?

2) What is the perlocutionary effect of the strategy and its tactics in the intergenerational dimension?

3) How can this research be helpful in practical implementation in youth discourse?

5. Topicality of the Work

This work focuses on youth discourse in the intergenerational dimension. Its significance is in its future contribution to the regulation of intergenerational discourse. Analyzing debates and discussions between adults and youth, we often see that there is no resolution or solution of a problem. It definitely happens because of the fact that different generations speak different languages. This feature is vividly shown in the examples of discourse analysis given below.

Lack of research and literature in this field makes it rather difficult to see those contradictions and points where misunderstanding takes place. This work may be beneficial as the first serious step to enhance the regulation and modeling of such kinds of discourse.

6. Theoretical Basis of the Work

The investigation is based on the ideas of youth discourse analysts J. Androtsopoulos and A. Georgakopoulou, strategies by Kintsch and T. Van Dijk, ideas of communication tactics proposed by Russian linguistic school (Karassik, 2002; Zalegdinova, 2007). Speaking of methodology of the work, it traces to critical discourse analysis proposed by N.Fairclough (Fairclough, 1995).

6.1 Interpersonal Management of Youth Communication (Androtsopoulous, Georgakopoulou)

In the research of interpersonal management of youth communication Androtsoloulous and Georgakopoulou align themselves with practice-based studies, which locate language choices in specific sites and activities that young people are engaged in. They deal with social practices of aligning and converging, and with setting boundaries and misaligning at the same time. They consider language choice of the youth in different cases-leisure time, institutional settings, the way adolescents display not only intimacy and solidarity, but conflicts and hierarchy. Our research adopt the side of solidarity and intimacy, the results of language choice which define their alignment and belonging to the common peer-group. The authors show how youths apply language to distinguish identities for themselves in ways that exceed institutional or standard language restrictions. Age is the central stable category which elicits social identity. And there are also many debates in defining young and old age. According to Georgakopoulou and Charalambidou, the use of the term adolescence is also a biological and developmental criterion used as the guiding principle in definitions (Georgakopoulou & Charalambidou, 2011, p. 32). Youth in earlier research was seen as transitional, developmental phase with fixed boundaries and in between childhood and adulthood (reference). Nowadays youth is defined as on the basis of a host of biological, social, psychological and cultural criteria, and it is accepted that it presents fuzzy boundaries with other life phases and with how social actors perceive those boundaries. It includes a whole variety of "cultural actors whose experiences are best understood from their own point of view" (Androutsopoulos, 2003, p. 1496) and not in relation to adult and child categories. Adolescence must not be viewed as simply a biological age, but a social institution, which is a peculiarity of the modern epoch, and is mostly considered as a liminal time between childhood and adulthood (Norrby & Wirdenas, 2003, p. 249).

Social identity is presented as the main notion in the work. Identity is considered an essential part which is seen as a process of bringing together and stabilizing various discourses and the social and cultural positions these discourses imply-specific ethnicities, races, genders, classes. Identity is discursively established through classifications: it includes a certain circle of possible social positions of "positive" and it excludes others as "negative". So, identity becomes the study of principles of classification: principles which produce "positivity" as the self, always in relation to an excluded, yet indispensable, for the production of the self, "other". In our case, social identity elicits "youth" as "self", and in contrast - "adults" as "others".

The work of Androtsoloulous and Georgakopoulou made a serious shift in discourse analysis from text-based to practice-based analysis of youth communication. They focus on socially and culturally recognized events in relatively stable settings dedicated to specific communicative purposes and eliciting routine way of speech, participants' roles, relations and expectations in particular settings. The analysis looks at language choice as connected with the situation and genre. Our research also considers a specific genre of discourse-media discourse (talk shows).

6.2 The Notions of "Strategy" and "Tactics" By T. Van Dijk and W. Kinsch

The notion of strategy is not newness for science. In fact, it has been used and is being actively used in most of cognitive sciences. Initially, it was first used in Greek, exactly in the sphere of military service in the meaning of "military order". It implied the arrangement of military forces to achieve concrete military purposes. However, in the history of the usage of the term, we can observe that it has not been applied to denote achieving a purpose,

but rather achieving it through optimal methods (quickly, with expected outcomes, cheap). Our usage of the terms "strategy" and "tactic" is connected with the interpretation of these terms given by T. van Dijk and W. Kinsch.

Kinsch and van Dijk distinguish action theory in the notion of "strategy". They define an action as a unit involved in a strategy, that is, goal-oriented, is characterized by precise intentions, it is conscious and regulated (van Dijk & Kintsch, 1983, p. 61). Actions are a specific kind of event. They modify states of situations into other states of situations. They always imply some body actions, movements. Al those movements are motivated by certain desires, decisions, preferences. If the result meets the requirements of the intention, we can say that the action has been successful.

So, we can see that strategies include actions, purposes, and optimal ways. Briefly, a strategy is the idea of an agent that denotes the most optimal approach in order to achieve his aim. A strategy is an intention, a complex of speech acts directed to the common needs of the agent. And in order to realize a strategy, it is necessary to use definite communication tactics. In other words, strategies and tactics are connected with each other as a genus and species (comparing with biological notions).

Communication strategies are used by the agent to manage the communicative situation, to keep it in his preferred course.

Next, we should pay attention to the concept of tactics, which is often confused with the term "strategy" and appear as synonyms. We follow the understanding of Van Dijk and Kinsch who explain it as a managed and regulated set of actions, a system of strategies. So, a strategy performs as a plan, a direction for a definite action sequence, and as a result, expected results are to be achieved. A communication tactic is dynamic. It keeps a strategy flexible, and makes it adaptable to any changes in different situations. Tactics regulate strategies. And if we consider strategies as statics, then strategies help the agent not to move out of the main course of his intentions. Bad tactics typically involve conflicting strategies.

In our case the youth achieve their defense strategy by different tactics. Even though the young participants of shows try to adapt their tactics to the conflict situations, which is vivid from the extract given below, we can identify common tactics that are mostly used in contradiction cases, and that will be the subject of our research.

6.3 Transference to Practice

According to Van Dijk and Kinsch, a strategy as a way to achieve a goal in an optimal way, consequently a tactic is a set of strategies. Both strategies and tactics form a system. If we focus our attention on verbal strategies and tactics which are the main terms in the research, we can conclude that a verbal strategy is a way to reach one's communicative goal verbally, using speech acts and necessary language choice.

It is assumed that any speech activity, including spontaneous everyday dialogue is quite structured. This structure is manifested in the existence of certain moves and their compatibility rules, which determine the flow of a dialogue. In this case the point is not a lexical content of expressions, but their functional orientation, which is determined by the type of communicative situation and the structure of the dialogue.

According to Issers, a verbal behavior strategy covers the entire scope of the construction of the communication process, when achieving certain long-term results is the main purpose. In the most general sense a strategy includes the planning process of verbal communication, depending on the specific conditions of communication and the identity of the communicants, and the implementation of the plan. In other words, a verbal strategy is a set of speech acts aimed at achieving communicative goals (Issers, 2008).

The base of the lexical meaning of the word is the idea of planning activities related to social confrontation, conflicts. In the psychological interpretation of this concept we can find the idea of forecasting the communicants' behavior. Behavioral strategies are very close to verbal strategies.

All kinds of strategies are similar in terms of the ways they represent a kind of hypothesis about the future situation and have more or less degree of possibility.

If the conditions that determine a particular strategic result are determined, it is possible to predict that certain speech acts will probably guarantee success. However, real interactional situation can be unsuccessful, despite positive predictions. In this case, the results of the strategic approach can be tested either by a real situation of communication (precedents) that have ever taken place, or by experiments which can be estimated with some degree of approximation.

Some verbal tactics are characterized by ambiguous interpretations of communicative intentions. For example, a compliment. According to the speakers' prediction, it implements a strategy of positive evaluation. However, the

belief that a compliment is something positive, does not always correspond to reality. Psychologists say that compliment is often accepted negatively, creates a feeling of discomfort, embarrassment and confusion, causing defensive reactions.

- Your new dress is very great. You look fantastic.

- You flatter me.

- It really suits you perfectly.

- You think so?

In this example, the expression "You flatter me", and the question "You think so?" indicate the awkwardness and embarrassment when receiving a compliment on the part of the listener. So, the intention is not realized.

Verbal strategies and tactics are our knowledge of the world; they are replenished and updated throughout life. Naturally, lack of life experience limits understanding of the types of verbal behavior in different situations. How to express condolence? How to respond to a compliment, praise? What words to say while meeting? The answers to these questions are searched by different people based on their individual experience, as well as information, borrowed from books, stories about other similar events. However, this does not exclude communication difficulties.

Some types of speech acts, especially the ritual ones, need to be developed and learned by heart, even forming the speech formulas. Others can be demonstrated as successful speech patterns which can be useful in identifying a generalized semantics. It is known that a verbal strategy defines a communicative purpose of the speaker. However, in real communication he usually has more than one target, but several. For example, making a compliment, the speaker wants to: 1) express admiration; 2) make a companion happy; 3) harmonize interpersonal relationships. Naturally, the success of communication is estimated by the maximum number of targets. A consequence of underestimating the strategic goals is the choice of the wrong tactics.

Youth discourse in talk show is supposed to present a reflection of real life, how they communicate with other age groups, overcoming conflicts and misunderstanding. Choice of verbal tactics is another interesting issue that can be viewed in further investigations and become a good foundation for creating textbooks on practical side of modeling youth and other age group communication.

7. Methodology

Methodology of critical discourse analysis (CDA) is the foundation of the investigation. The peculiarity of CDA is the point that it looks at the application of language as a form of social practice (Janks, 2011, p. 1). According to Van Dijk, when studying discourse in society, CDA deals mostly with (group) relations of dominance, inequality and power, and how all of these matters are reproduced in text or conversation (van Dijk, 1995, p. 17). We find out hidden ideology and the way adolescents align showing solidarity. In most cases the solidarity is presented implicitly, so there should be made a careful research in order to reveal it from the flow of speech. First, we began the study with the elements of conversation analysis. The talk-shows were recorded from the amateur video channel YouTube in Internet. Though it is an amateur channel, we could find a rich variety of different types of talk-shows, twelve of which were selected as the most suitable to prove our hypothesis.

According to Fairclough, CDA requires different kinds of analysis in its practical sense:

- Description of the text;

- Processing analysis;

- Social analysis, i.e.explanation. (Fairclough, 1995)

Thus, based on this position, after careful transcription of the recorded material into paper, we distinguish the extracts in the show where the necessary verbal acts of the youth are presented vividly. There were made up short video clips with the exact extracts, and the transcriptions were designed. The recorded materials were thoroughly analyzed according to the whole theme of the programme. There were made wide analysis of the programmes close to the studied topics in order to see the hidden ideas and contexts. Each issue raised in the shows was analyzed from different viewpoints so that we were completely competent in the topics and were able to judge objectively. Judging objectively is one of the most significant problems in CDA, as it is aimed to reveal and show the hidden, not clear or obvious, implicit in terms of dominance of their ideology.

8. Data Collection

There were collected 12 different TV shows with the participants whose age was between 15-24 years old. The main requirement was direct involvement of the young participant into the topic of the programme and their

activeness in discourse. There were selected 2 programmes in Kazakh, 5 in Russian and 5 in English languages. Research was not aimed to define national or ethnical differences, on the contrary we were to focus on the same tendencies in all discussions, no matter what nationality or culture the participants belong to.

Table 1.

#	Name of the show	Language of the show	Topic of the show
1	Пусть говорят (Let them speak)	Russian	Техника молодежи (Technique of the youth)
2	Прямой эфир с Михаилом Зеленским (Live with Mikhail Zelenskiy)	Russian	Живые куклы (Living dolls)
3	Jerry Springer show	English	Runaway teens
4	Anderson Cooper show	English	Bullying. It stops here
5	Blue Peter	English	Interview with Justin Biber
6	Blue Peter	English	Interview with Selena Gomez
7	Айтуға оңай (It is easy to speak)	Kazakh	Әлімжеттік қылмыс па? (Is bullying a crime?)
8	Біз	Kazakh	Жақау шығармашылығы (Creativity of Zhakau)
9	Jerry Springer show	English	Hard teenagers
10	Пусть говорят	Russian	Алеша, Алешенька, сынок (Alesha, dear son)
11	(Говорим и показываем) с Леонидом Закошанским ("We talk and show" with Leonid Zkoshanskiy)	Russian	Школьные разборки (School fights)
12	Я права (Канал Ю) (I am right on Channel U)	Russian	Я содержанка (I am a concubine)

9. The Process of Research

As the main approach was qualitative, we do not show the whole numbers of frequency this or that phenomena. We give concrete examples of showing solidarity and the ways the youth use in order to express solidarity.

A. Zalegdinova distinguishes three basic strategies in discussion talk shows (Zalegdinova, 2013):

- Verbal assault (discredit);

- Verbal defense;

- Conviction.

Young people in most massive talk show are always subjects of discussion, rather than the so-called experts or prosecutors, for they are mostly characterized by strategy of verbal defense, including the protection of members of their peer-group.

Communication strategy of verbal defense which is aimed to protect the members of their own social group is considered to be the leading strategy in discussions. From the analysis of talk shows we have given in the list above, we highlight the following tactics that are used in defense strategy:

- Tactics of praise of a discredited person;

- Tactics of denial;

- Tactics of transfer guilt to other people;

- Tactics counter-accusing

The analysis showed that these tactics are used by participants of youth groups in all the talk shows to defend "themselves" from "others", i.e. adults. The following are the most interesting examples, where in an interview guests are trying to use almost all the tactics one after another. Perlocutionary effect influences on excessive emotionality, categorical or uncertainty characteristics of the youth which is expressed verbally.

In the programme "Technique of the Youth" of Russian talk show "Let Them Talk" the audience discusses the

topic of murder of a 35 year-old man who was killed because of beating. 15 year-old girl Anya is the main character of the programme, the defendant. She is keen on martial arts and goes in for wrestling. The audience and invited experts express negative attitude and indignation towards her without any proof of her guilt. The host Andrei Malakhov invites a new guest of the programme, 14 year-old Dima who is a close friend of Anya. Teen shows the situation from his position, makes attempts to justify his friend. The extract is given below.

Table 2.

Malakhov	(1)	….may be… as they say, if Anya is fond of sports… may be they meet in that place, see those drunkards. And it is very convenient to improve technique, strikes
Dima	(2)	No…She has never fought with anyone.
	(3)	She is so calm, non-aggressive, normal….
Malakhov	(4)	OK. But how strong is Anya? If you fought, for example, would she win?
Dima	(5)	I don't think so
	(6)	A girl cannot win a man anyway
	(7)	You don't know what had happened to the man before they met with Anya….
	(8)	No one knows…
	(9)	May be someone had beaten him before…

The teen tries to use all possible tactics to protect a friend, one by one. However, all tactics are used with uncertainty (possibly due to embarrassment in front of the audience), unnecessary pauses.

(2) "*.. has never fought ..*". The boy tries to use the tactics of denial. This characteristic of Anya sounds too categorical since Anya is seriously interested in martial arts. This is a fact, so the argument is accepted implausible.

(3) "*… She is so calm, non-aggressive, normal…*" We characterize this verbal action as a tactic of praise of a discredited person. The teen lists the positive qualities of the character, contradicting accusations. But the only spectacular adjective that is given is "calm". Then weaker adjectives follow the description:

- "non-aggressive" (instead of "soft", "delicate", "good", that would have sounded more convincing);

- "normal" which is more likely to be a neutral assessment rather than positive.

Inconclusiveness is also confirmed by the host of the show who interrupts the guest after his last word, and proceeds to the direct question.

(7), (8), (9) "*… You don't know what had happened to the man before they met with Any… No one knows… May be someone had beaten him before…*". Dima implicitly uses the tactic of transfer guilt to the others. He hints that the real cause of the man's death was likely to be hitting by other unknown people, and even though Anya really hit the man, that could not be the main reason of death.

Perlocutionary effect of Dima's tactics is weak, and consequently the attack on the girl increases, this led to more questions and accusations from the audience and experts. According to Karassik, it is impossible to predict the effectiveness of communication context, where communication strategy (and tactics) will take place, so it weakens its effectiveness. And even if a participant of discourse is aware of communication situation, effectiveness of the tactics can be different anyway (Karassik, 2005). So, here the participant is not successful enough with his tactics mostly because of lack of experience and little knowledge of communication context.

The talk show "Live with Mikhail Zelenskiy" (programme "Living Dolls) discusses the two young girls who have made a huge amount of plastic surgery to achieve the ideal of beauty. One of them is a 22-year-old Christina Ray. She was acknowledged by the Guinness World Record book as the owner of the biggest lips in the world. The audience accuses her of wrecking her health. In order to defend the girl her sister comes into the hall. 25-year-old Irina begins her story:

Table 3.

Zelenskiy	(1)	What did you react to all these….amusements (in quotes) of Christina?
Irina	(2)	But it did not happen in one day.
Zelenskiy	(3)	I see…
Irina	(4)	She has always been such an extraordinary girl…unusual from birth.
	(5)	I'll even tell you more. Our parents are originally so…very…
	(6)	Well, for instance, if your mum dyes her hair, you get used to it. You don't react. You don't accept it as crazy thing.
	(7)	Our dad is initially very colourful. He looks much younger than he is.
	(8)	And he is painted with tattoos
	(9)	Christina has always been special. Always.
	(10)	She is very creative

The tactic of praise of a discredited person is realized. If the audience characterizes Christina with such adjectives as "strange", "abnormal", "sick", Irina replaces these words with positive adjectives like "extraordinary", "unusual", "creative", "special". Irina expresses her pride with the sister, positive perception of Christina's lifestyle. Here we can observe discourse intensifiers like "very", "so", "extra" which exist as a significant characteristic of the youth discourse, and certainly have some power in enhancing verbal tactics in achieving the aim.

The tactics of counter-accusing is implemented by the boyfriend of the next character of the programme Olesya Malibu. Olesya is a 23 years-old young lady who has increased many parts of her body with the help of plastic surgery. The young man Vladimir tries to choose the most neutral obscene words suitable for the programme in response to the attacks to Olesya.

Table 4.

Olesya's former classmate	(1)	…she was just like a rat at school….
Vladimir	(2)	You are a rat!!!! Why the hell is he calling my girlfriend like this?
Zelenskiy	(3)	He says they called her a rat at school
Vladimir	(4)	So what?
	(5)	I cannot hear how a freak like that calls my girlfriend as he wishes.
	(6)	Look at yourself!!!
Guest from the audience	(7)	Look at her!
	(8)	How are you going to marry her? She is all silicone. She cannot give a birth….
Vladimir	(9)	You! Hairy! Go away! Monkey…

Instead of using serious arguments, Vladimir justifies his girlfriend by counterattack on those who try to discredit her. Here we can see high emotional characteristics of this age group. In order to defend Olesya, the first character of the show Christina begins to speak.

Table 5.

Zelenskiy	(1)	Christina, as far as I have just heard here, you know what Olesya is talking about?
	(2)	At school they always bully and degrade. And you also faced such difficulties
Christina	(3)	Yes. They always degraded me for my inner world
	(4)	Because I have always been smarter than anyone. They didn't understand me.
	(5)	I was always ahead of time and development
	(6)	Everyone thought I was stupid. Though I was smart in fact
	(7)	They didn't accept me. So I understand Olesya. Though she had to overcome this, she has really achieved her aims…

Christina is trying to shift the blame of their common lifestyle on the third parties: on society, former classmates, surrounding peers. Fragmentary thoughts lead to the idea that inferiority complex was caused by other people.

The tactic of transfer guilt to other people is often used by young people. The audience perceives the latter illocutionary act in defense of Olesya more or less adequately. Despite the disorder in thoughts and language choice, the audience applauds Christina, because they find the explanation crucial and plausible.

Popular American talk show of Anderson Cooper presents a very urgent issue in modern society-bullying in high schools. The programme is called "Bullying. It stops here". Several children come to the programme to share their sad experience. The problem is that the bullied teens are afraid to say about it to adults as they do not find any support from them. One of the solutions was to involve bystanders among the peer teenagers in order to intervene in the process of bullying. One of the guest in the audience Jacob is a student of the Wheatley school. According to the numbers of teens he helped, he turned out to be the top intervener. He did not blame them for silence and being bullied.

Table 6.

Cooper	(1)	So, Jacob, you were one of the top interveners in school.
	(2)	What do you think is this?...What is it about bullying that makes you intervene?
Jacob	(3)	Ah, well, I believe that no one deserves to feel bad about themselves and have other people view bad of them.
	(4)	So, if you have the opportunity to make people feel better about themselves, prevent it from happening, then you should take it.
Cooper	(5)	Did you know you were the top intervener?
Jacob	(6)	No, I didn't…

(3) "*I believe no one deserves to feel bad about themselves and have other people view bad of them*".

Jacob does not shift the blame to teens who bully or to the parents. He approaches to the matter by some philosophical viewpoint. And he does not accept the argument that bullied teens are the only one to blame. He implicitly denies their blame at all. Even if they are weak, Jacob insists that no one deserves to be bullied. Here he uses the tactics of denial which is also shown by his real actions.

Table 7.

Kuranbek	(1)	…Aydin thinks that this matter must exist among students and young people in general. Why does he think so? Let's listen to him.
Aydin	(2)	The point is that we need order
	(3)	So, you describe it as order?
	(4)	Mainly, we call it a system. All young guys and girls know it. Generally it is necessary for us. Certainly, we shouldn't use it too much, we must not make pressure. It must be as order. For example, when elder students give their advice, share their experience with the younger ones, when they correct some flaws in their behavior, teach them. It is very important
	(5)	Have you ever experienced such things?
	(6)	Yes. I have just graduated from college. I came here from village.
	(7)	Did they beat you?
	(8)	Yes. And I obeyed them.
	(9)	Why do we need such a system? What happens if they beat you badly?

Kazakhstani TV has been producing discussion talk shows not for long time. However, there are several examples where youth problems with their direct participation are in focus. One of them is a talk show (Айтуға оңай) ("It is easy to say") hosted by Beisen Kuranbek. In the programme "Is bullying a crime?" the audience discusses pressure of older generation of college and university students on the younger ones. Experts and guest say that bullying still exists in the youth society, and the responsible bodies must regulate it more carefully. A number of guests are sure that the bullied students are to blame in the matter. The situation is very similar to the issue discussed in the American talk show described above. But the difference is that in Kazakh society bullying is often accepted as a tradition and not as a crime. The host invites the first young participant Aydin who has recently graduated from the college. Although he admits that he was bullied at the university, he is not against the system and young bullies who realize the system.

(4) *"Order", "teach", "...give their advice; share their experience with the younger ones, when they correct some flaws in their behavior"*. Using these positive words and phrase, the participant wants to justify bullies. This is the tactic of praise of discredited people. However, this position is not approved by the audience and the host, so it does not reach its perlocutionary effect that it was supposed to reach. It is also obvious by the host's last replica.

The next guest Askar has also graduated from the university. He uses all the Kazakh slangs and jargons of the youth in order to explain the notions and concepts of the system of bullying.

Table 8.

Askar	(1)	I have also been a student. And this matter really exists. They beat, hit. When you come first, they force you to be involved in the system. If you don't get into it, it is up to you. They say that they will defend you if someone bullies you. They invite you into the room and beat you until you are exhausted. They force you to go somewhere at night. Even if you have to jump out of the window, you will go there. If you don't obey, they beat you.
Young girl from the audience	(2)	So, where is the dormitory staff? Where are they looking at?!! In Almaty about ten issues like this were sent to the court. These are only facts. But what about unofficial incidents?...

The young lady defends the participant; she shifts the blame from the youngsters to the third parties (the police, society, administration, dormitory staff, etc.), i.e. follows the tactic of transfer the blame to other people. She emphasizes the fact that there are no cameras in dormitories, and responsible institutions, enforcement agencies do not work properly. The tactic does not sound reasonable. The audience describes the participant as a coward who cannot defend his rights.

Another young lady from the audience says that we should not blame the youth, we should blame high school who do not bring them up on time. Here we observe the same tactic as above.

Table 9.

Young lady 2	(1)	….Why do you speak only about students? It all start at school! Current schoolchildren are future students. They will be the youth. School is fully responsible here!

Another talk show which has become very popular among youngsters is Kazakh show (Біз) ("We"). In the programme dedicated for the famous Kazakh rapper Zhakau the audience discusses his creative work. The older generation expresses their negative attitude to the style of the young star and to rap as a whole. They emphasize the low moral degree of his texts. Ernar, a young fan of Zhakau, starts his speech:

Table 10.

Ernar	(1)	When I was a child I used to listen to Russian rap. I've been listening to rap since 1998. In 2003 I first heard the songs of brother Zhakau. He lived in Zhanaozen. I lived here. At that time I thought: "Wow! We can make rap too!" After that there was built a real foundation of Kazakh rap. Brothers Shokan, Zhakau made me forget about Russian rap.
Host	(2)	But there were probably worthy works?
Adult guest	(3)	How old are you?
Ernar	(4)	23
Zhakau	(5)	We have Shokan, we have Erbolat. We are the first wave of Kazakh rap!
Ernar	(6)	(to the adult guest) You mean that rap is imitating and copying? But everything around us is copying. We should see positive sides.

(6) The fan uses the tactic of denial of the blame. He gives a reasonable argument against the adult guests' rough statement that rap is not an art.

(5) Using pronoun "we", Zhakau proves that he is not the only one singer who follow this style, that there is a big community which consist of considerable number of talented young men. And he shows his solidarity with all of them. He shows that he is a part of great power, and defends himself.

(1) Using the words "brother", Ernar wants to show his closeness to his favourite singer.

10. Discussions

The hypothesis of the research has been completely confirmed. Youth use the strategy of verbal defense everywhere in their lives including talk shows. This happens because adults mostly show their dominance and privileges and it is really hard to prove their right position. Age gap is another important reason in misunderstanding. Youth often have to defend each other no matter if they have known each other before or not, no matter if they belong to the same nationality or sex. Age identity plays an important part in this kind of discourses. Four tactics have been shown in the examples, which make us be sure that all those tactics are also used in everyday life discourse and academic discourse among young students and teachers as well. The matter of effectiveness (or ineffectiveness) of the tactics is another problem which needs further investigations.

11. Results and Conclusion

Thus, in any talk show with the participation of young people the representatives of this age group is mostly the subject of misunderstanding and accusations. Protection of members of their own age group is due to a sense of belonging to the social or age group, to a certain community. In the examples, we have considered this group of friends of the accused girl, a group of relatives, a group of like-minded people who share a common way of life, way of thinking. But above all, they are united by age group, belonging to the same generation as reflected in their emotionality, and used the same slang and phrases in the categorical perception of the world, a clear distinction between "them" and "others." Communication strategy of verbal defense in the youth discourse is clearly expressed by tactics like praise of discredited person, the tactic of denial the blame, tactic of transfer blame to others, counter-accusation. They have different perlocutionary effects on the public, depending on the communicant himself, the correctness and adequacy of speech acts he selects for realization of this or that verbal tactic.

We definitely see the resemblance of the talk shows and real life situations where adults and youngsters interact that is youth discourse on intra-generational dimension. The following research can lead to a significant step and give its contribution as to modern applied linguistics, so for psychology. We see great perspectives in modeling verbal behavior in order to avoid misunderstandings, conflicts and minimizing generation gaps.

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