



**International  
Journal of Society, Culture & Language  
IJSCL**

Journal homepage: [www.ijsc.net](http://www.ijsc.net)  
ISSN 2323-2210 (online)

## **Verbal Aggression of Interprofessional Communication: On the Material of Russian and English Languages**

**Leila M. Garaeva<sup>1a</sup>, Guzel R. Nurieva<sup>2a</sup>**

### **ARTICLE HISTORY:**

Received November 2020  
Received in Revised form January 2021  
Accepted January 2021  
Available online March 2021

### **KEYWORDS:**

Invective  
Pragmalinguistics  
Verbal aggression  
Interprofessional communication  
Professional subculture

### **Abstract**

The object of the research was the methods, tactics, and strategies of interprofessional communication in Russian and English languages. The relevance of the study is dictated by the need to consider the verbal aggression of professional subcultures as a separate pragmalinguistic phenomenon. The result of the study was the establishment of differences in the use of invective nominations in interprofessional communication. The study aims to conduct linguistic analysis with elements of comparison. The material of the study was the texts of professional subcultures. The analysis of texts with injective vocabulary was carried out by the method of continuous sampling. The precedent texts of the folklore of a professional substandard demonstrate the implementation of both implicit and explicit forms of verbal aggression, such as irony, ridicule, and causticity. One of the fundamental characteristics of verbal aggression in such forms of professional subcultures as nickname, anecdote, joke - implicitness - makes speech exposure an effective means of achieving the goal.

© 2021 IJSCL. All rights reserved.

<sup>1</sup> Associate Professor, Email: [leila.garaeva@yahoo.com](mailto:leila.garaeva@yahoo.com) (Corresponding Author)  
Tel: +8-987-2819153

<sup>2</sup> Associate Professor, Email: [g3006@yandex.ru](mailto:g3006@yandex.ru)

<sup>a</sup> Kazan Federal University, Russia

## 1. Introduction

Most people show two forms of aggression or secrecy when they are angry, neither of which is a good way to express anger. Each of these methods has its own side effects (Bernstein et al., 2011). Therefore, people should control and express their anger in a logical way by protesting or talking to the other party. Usually, depending on the characteristics of the family and the individual, people either engage in aggression to control their anger or hide it and suppress their anger. However, women are more prone to verbal aggression, shouting, obscenity, and men are more prone to physical aggression. Some people control their anger for reasons such as fear, shame and the like, and hide their anger by not talking and solving the problem, which can lead to complications such as headaches. Gastrointestinal ulcers, depression, and anxiety follow (Estrem, 2005; Potapova & Gordeev, 2015). Verbal violence is actually verbal harassment, which includes two types, direct and indirect. The direct type of verbal violence is the same as psychological violence. Indirect verbal violence is the use of words and phrases that do not explicitly indicate aggression but is so-called soft violence. Hearing harsh and offensive words, obscenities, insults and insults in conversations evokes direct verbal violence; But indirect verbal violence, as stated, is much more insensitive (Dos Santos, 2014; Girard et al., 2014).

In general, there are different theories about human behavior, but from a psychological point of view, choosing what comes out of a human being is a behavior (Matsumoto, Hwang, & Frank, 2013). Thus, the word is something that comes from us and is a subset of behavior, and all behaviors are aimed at one goal, and the goal of each human behavior is to satisfy one or more of their inner needs. In general, if we look at it from the perspective of cognitive psychology, there are four reasons for choosing such behavior in humans (Tang et al., 2014):

- The first reason is failure; whenever they fail to achieve their goal and cannot achieve what they want or do not want what they see, their balance is upset and they engage in violent behavior, of which verbal violence is one.

- The second reason is social learning. That is, children, adolescents, and adults who live in environments where the use of violent language is very common learn to communicate with this type of vocabulary and this type of language and speech. Verbal violence is perpetrated by language, and language is something to be learned. So when we are in an environment full of derogatory or violent words, the same words are used.
- The third psychological reason is that we say that people use it because of psychological trauma or psychological pathology. That is, people deal with a range of unresolved psychological issues or deal with specific psychological issues.
- The fourth reason is the lack of conversational skills. That is, people resort to violence when they are unable to express clearly what they have in mind and to express their request, or to express their feelings and needs.

Both now and always people use verbal aggressiveness to achieve personal, social and professional goals. There are a lot of examples of different methods, tactics, means and strategies of inter-professional communication within pragmalinguistic approach. Staff members are confronted increasingly with verbal aggressiveness (Martínez-Cámara, Martín-Valdivia, Ureña-López, & Montejor-Ráez, 2014). Aggression in the workplace may not be caused by colleagues or by outsiders belonging to the company: visitors, customers, suppliers. Aggression is a very strong feeling, it affects both you and your speech. In this regard, we observed the institutional discourse where there are two specified participants of communication. They are professionals and clients (Garaeva, Gagarina, & Gabdrakhmanov, 2017; Paltoglou & Thelwall, 2012).

The Statistics Office of the United States recorded 13,827 cases of violence in the workplace from 1992 to 2010. The U.S. Occupational Safety and Health Administration defines workplace violence as “any act or threat of physical violence, harassment, intimidation or other threatening destructive behavior that occurs in the workplace” (SHCHepanskaya, 2006, p. 412).

Collisions of casual visitors of professional companies, organizations, or clients are indicated as the most typical. In conditions of official (institutional) communication, the distinction between two typical communication participants — agents and clients — is significant. Agents are representatives of social institutions (doctors, lawyers, teachers, etc.), and clients are people who are not connected (in a communicative dyad) with social institutions (patients, clients of lawyers, students, etc.). Agents play an active role in such status-role situations of communication. The opposition of agents and clients allows you to highlight a special and ordinary type of communication.

## 2. Theoretical Framework

There is a wide range of research and scientific resources to study the subject of this article. In this article, an attempt has been made to provide accurate analyses taking into account the views of different authors.

Cieri et al. (2014) showed that Neolithic humans had more masculine characteristics than Upper Paleolithic humans as well as modern-day hunters, and this effect was due to the more dominant and patriarchal nature of agricultural societies, where women had less opportunity to practice. Their sexual preferences are relatively equal to those of the hunter-gatherer and relatively equal collector communities. It is also possible that aggression has actively contributed to this progress, as it creates war, and creates a new environment in which stronger and more aggressive men are preferred, both naturally and sexually (Cieri et al., 2014).

Hamilton's article (2012) focuses on verbal aggression. This study examines the characteristics and precursors of the use of aggressive language as well as its interpersonal consequences. This preface follows the process of research on verbal aggression and its implications over the past 60 years. Trend curves indicate a recent increase in studies of verbal aggression. To explain the results of the following five experimental studies, two parallel and sometimes opposite processes have been considered. Individualistic selfish feelings affect the system to carry out aggression and verbal attacks. On the contrary, the positive social feelings of this cooperation on the system cause verbal cooperation and

peace. Avoidance is defined as a stage of semi-aggression and cooperation. These processes are combined to predict attitudes and behaviors across a wide range of conflict situations examined in this particular issue: social, relational, and individual (Hamilton, 2012).

Also Garaeva, Gagarina, and Gabdrakhmanov (2017) emphasize that aggression in the workplace may not be caused by colleagues or by outsiders belonging to the company: customers, visitors, suppliers. Aggression is a very strong feeling, it affects both you and your speech. In this regard, we observed the institutional discourse where there are two specified participants of communication. They are professionals and clients. Differentiation of these two components is substantial under the conditions of official (institutional) interaction. It is a very real problem when you find yourself the victim of a person who uses verbal aggressiveness in the workplace. Thus, the aim of our paper is to explore the distinction between methods of using invective vocabulary in Russian and English subcultures. The current research is based on linguistic analysis with elements of comparison. The study establishes a variety of invective vocabulary. The authors consider that verbal aggressiveness in "professional – client" communication includes a direct offensive language to the addressee, as well as various kinds of ironic statements about the physical and mental abilities of communicant (Garaeva et al., 2017)

It is well known that communication among people can be expressed through aggressive traits. Aggressive behavior may be considered when someone uses a symbolic and/or physical force with the intent to execute or injure or even defeat or destroy another person. Infante and Rancer (1996) argued that verbal aggression and argument are two communication features (in addition to assertiveness and hostility) that represent the core of what is considered aggressive behavior.

Nevertheless, the effects of reasoning are still an open topic for further research, especially in dealing with aggression. In addition, the question about the protective role of discussing and defining important information against verbal aggression can be explored. Aggressive

verbal people consider their behavior fair or necessary (Infante, Chandler, & Rudd, 1989). Verbal aggressors are not able to avoid using aggressive messages and they use them regardless of whether the person is a conversation partner. Infante et al. (1989) suggested six vital factors that are supposed to cause verbal aggression: exploitation, reprimand, harassment, anger, self-defense, and low ability to reason. At least, the argument, especially criticism of positions instead of self-perception, is emphasized as a protective tool against verbal aggression.

Verbal aggression is expressed in various forms such as attacks on personality and competence, physical attacks, ridicule, swearing and provocation (Infante & Rancer, 1996). Furthermore, Myers and Knox (1999) argued that instructors' verbal aggression negatively affects the relationship between instructor and student, as well as emotional learning and student satisfaction. Communication between teachers and students affects learning, behavior, thinking and motivation. Bekiari (2014) also suggested that teachers' verbal aggression even affects student participation. Motivation is also affected by the perception of some negative verbal aggression messages (Myers & Rocca, 2000). Furthermore, Myers and Rocca (2000) stated that verbal aggression has a negative relationship with motivation and perception of the climate in the classroom (Myers & Knox, 1999). In the case of academic counselors, verbal aggression seems to have a negative relationship with the credibility and effectiveness of counselors. The teacher's verbal aggression seems to limit comprehension and credibility, while simultaneously affecting students' motivation and willingness to communicate. According to Bekiari (2014), students' thinking that their physical education teachers are verbally aggressive tends to reduce learning. Many researchers have dealt with aggression. For example Potapova and Komalova (2013) were studying aggression and have compiled a Russian dictionary that contains words that describe this emotional state.

### 3. Methodology

Linguistics is the scientific study of language. This includes the analysis of language form, the meaning of language and language in the text, as well as the analysis of social, cultural,

historical and political factors that affect language. Linguists traditionally analyze human language by observing the interaction of sound and meaning. The advent of historical and evolutionary linguistics has also led to a greater disciplinary focus on how languages change and grow, especially over a long period of time. Macro-linguistic concepts include the study of narrative theory, stylistics, discourse analysis, and semiotics. On the other hand, micro-linguistic concepts include grammar analysis, speech sounds, paleontological symbols, lexicography, editing, language documents, as well as speech-language pathology (a corrective method for the treatment of phonetic disabilities and cognitive disorders).

The article analyzes various forms of verbal aggression based on the texts of professional subcultures (nickname, chants of football fans, etc.) created in interprofessional communities. The object of the research was the methods, means, tactics, and strategies of interprofessional communication in Russian and English languages. The relevance of the study is dictated by the need to consider the verbal aggression of professional subcultures as a separate pragmalinguistic phenomenon. The analysis of texts with injective vocabulary was carried out by the method of continuous sampling.

The analysis of texts with injective vocabulary was carried out by the method of continuous sampling. The precedent texts of the folklore of a professional substandard demonstrate the implementation of both implicit and explicit forms of verbal aggression, such as irony, ridicule, and causticity. One of the fundamental characteristics of verbal aggression in such forms of professional subcultures as nickname, anecdote, and joke, is implicitness which makes speech exposure an effective means of achieving the goal. From the standpoint of linguistic pragmatics, implicit verbal aggression, implemented in the folklore of various professions, is an auxiliary communicative strategy that contributes to the achievement of communicative goals by veiling the intentions of the addressee and (or) mitigating the explicated assessment.

### 4. Results

Computational modeling, experimental work with humans (commercial vendors, and the

emergence of language in some cultural contexts, such as interior design by isolated deaf communities) has shown that key language characteristics, such as pattern or composition duality, can be learned by learning. Increasingly, however, evidence suggests that language structure also affects basic cognitive abilities, such as the effects of word order on working memory. As a result, the characteristics of language, language learning, and cognitive architecture include a reinforcing feedback loop, in which genetic changes occur to adapt to language-specific cognition. The higher cognitive cost of language processing and learning done by some recently evolved languages may necessitate cognitive adaptation due to increased demand for working memory and executive control. In short, we should not expect not only our cognitive architecture to have many aspects of the languages we speak, but also some linguistic features, due to cultural and environmental factors, more or less permanently affecting our cognitive architecture. These two aspects cannot be separated from each other (Progovac & Benítez-Burraco, 2019).

In general, verbal aggression increases with negative life events and is inhibited by positive life events. Research on increasing verbal aggression seeks to discover which stressors increase verbal aggression. Stressors that cause verbal aggression include distressing life events, watching violent movies (Sebastian, Park, Berkowitz, & West, 1978), drugs, and brain damage. Research on inhibiting verbal aggression has primarily examined learning interventions (Infante et al., 1989). Reasoning training is perhaps the most prominent research on these interventions (Infante & Rancer, 1996)

According to Sebastian et al. (1978), the phenomenon of verbal aggression must be accompanied by specific speech behavior of the conflict, the tendency to disrupt communication in a destructive speech form. P. Ricoeur considers not only violent forms, but also verbal means by which language is used: threats, insults, and so on.

The author claims that verbal aggression is a negative model of communicators' behavior in the absence of a constructive strategy of cooperation and participation (Keaton & Giles,

2016). According to Armstrong (1983), every word indicates potential aggression. In the necessary context, any word can receive a deliberate offensive charge and turn into a verbal attack by the person talking.

Researchers cite teachers as saying about themselves: *"In my lessons I often use jokes such as, "окончен бал, завяли помидоры" "the ball is over, the tomatoes wilted" – and when the student did not understand something or said something wrong, I say, "получи фашист гранату" "Get a fascist grenade"... or when a test, then, "вперед на баррикады" "Forward to the barricades". Both children and I like these contrasts. This allows you to remove psychological stress or fear of the lesson".* Well-known remarks-shouts of teachers, ironic statements aimed at humiliating the student, statements like, *"Закрой рот, а не то 'два' поставлю!", "Тебе, X, надо учиться в школе для дураков/сидеть в классе годом ниже" "Shut your mouth, or I'll put the" two "!", "You, X, need to study at the school for fools / sit in the class a year below".*

Open verbal aggression is especially noticeable when it is addressed to a specific person, for example, an athlete: *"Сумасшедшая игра была! Потихоньку втянулся, хотя зрители меня поначалу не принимали. С трибуны постоянно кричали, 'Русская свинья', что-то скандировали, называли коммунистом" "There was a crazy game! Slowly got involved, although the audience at first did not accept me. From the rostrum they constantly shouted: 'Russian pig', they chanted something, they called me a communist".*

The verbal aggression of service workers towards customers is well known. It is believed that humor also performs a protective function: It helps to close oneself from the problems of the world. For example, in the speech of aviators, the IL-2 aircraft is jokingly called a camel. For instance, *"Истребители подиучивали над нами, штурмовиками: 'Что такое 'верблюд'? – Это ишак, доработанный авиапромышленностью по просьбе летчиков-штурмовиков'. Ефимов А.Н. Штурмовики идут на цель. Attack aircraft are on target. Efimov A.N. "What is a 'camel'? This is a donkey modified by the*

*aircraft industry at the request of attack pilots”.*

The black humor of doctors, realized in linguistic units with an ironic connotation, is widely known, for example. For instance, **нарезные батоны** ирон. *пациенты в коматозном состоянии* **sliced loaves** ирон. *comatose patients*; **какашка** ирон. *гнилостно измененный труп* **turd** ирон. *rotten corpse*; **кегли** ирон. *пострадавшие после дорожно-транспортного происшествия* **skittles** ирон. *injured after a traffic accident*; **вкусный** ирон. *гнилостно измененный труп* **delicious** ирон. *rotten corpse*; **доктор х...й болит** ирон. *врач уролог* **Dr. cock hurts** ирон. *urologist*; **мясник** ирон. *врач-хирург* **butcher** ирон. *Surgeon*.

Particularly indicative in terms of the explication of verbal aggression are conflict situations at the junction of institutional and domestic discourses. For example, when communicating between a patient and a medical specialist: “*С ума сошла — немедленно ляг! Ты же сидишь на голове у ребенка!*” “*I lost my mind - immediately lay down! You are sitting on the child's head!*” (Vorkachev, 2001, p. 66).

In utterances of this kind, invective creates a situation in which the non-specialist is assigned the role of a victim whose status is devalued. At the same time, the referential range of insults is not limited: they can be addressed both to the intellectual level of a communicant and professional qualities, as well as his appearance, origin, quality of his belongings, characteristics of his relatives.

Comic genres of institutional discourse are characterized by a number of functional and structural features. So, for example, in the chants of fans, the most significant stereotypes of this sport, its subjects and fans are recorded, “*Справа мусорная яма — это общество ‘Динамо’, слева мусорный бачок — то московский ‘Спартак’, среди звезда горит — это общество Zenit*” “*On the right, the **garbage pit** is the Dynamo society, on the left the **garbage can** is the Moscow Spartachok, in the middle of the **star** burns - this is the Zenit society*” (<https://ru.routestofinance.com>). Manchester United Football Club Chants: — “*This is how it feels to be **Chelsea**, this is how it feels to be **shit**,*

*this is how it feels when your captain missed penalty kick, missed penalty kick!*”

The confrontation between maritime and land professions is widely known: *The officer's love of the sea is brought up by the creation of unbearable living conditions on land*;

In the English sailor's lyrics there is a hidden irony addressed to the chief mechanic: The Animal is a Charge in the Navy / His beard and hair are quite wavy / You don't have to be told / That his heart is pure gold / But his stomach is chips and brown gravy.

## 5. Discussion

It is significant that in Russian culture, rudeness is represented more vividly and is more denominated than, for example, in English. The lack of transition between the two categories makes them almost discrete: a person who is not rude is positioned by Russians as polite (Maitra, 2017; Van der Merwe, 2016). The classification of statements in terms of their acceptability in English-speaking linguistic culture includes not two, but three components: polite, impolite, and socially acceptable. In this regard, the “gradation” of the invective vocabulary and statements, referred by one community or another to the category of invective or normative, acquires special significance, since a number of phenomena are located on the continuum scale between the poles.

For objective reasons, opposition can also arise and be maintained during intra-professional communication in the direction of “professional of one institute - professional of another institute”, as well as “professional – client”. The range of reasons in practice is unlimited: from practical (dissatisfaction with the quality of a product or service) to speech (discrepancy with communication standards). For instance, “*This is awful work. Don't you understand or comprehend what I said I wanted you to do? Obviously you are incompetent and can't handle this work. How much do I even pay you?*” (Carroll, 2003, p. 134).

Verbal aggression in the “professional-client” communication contains both direct insults to the addressee and various kinds of ironic remarks regarding the physical and mental

abilities of the communicant (Sofield & Salmond, 2003, p. 280).

The study of verbal aggression in the framework of the pragmalinguistic approach is determined by the focus of pragmatics on the study of a number of objects: a) communicative use of the language as a whole; b) the communicative impact of the language on the audience for specific purposes; c) methods and conditions for achieving these goals; d) understanding and interpretation of the statement; e) research of the implicit in the language (hidden semantic features, subtext); f) the contextuality of the language as a special phenomenon and the rest (Derkach, 2018). It is obvious that the central thing when considering the invective within the framework of this approach should be to take into account a number of pragmatic parameters (place, time, standard/non-standard of what is happening, personality of communicants), classified by T.A. van Dyck as social and cognitive factors relevant to a speech act (Polivanov, 2017).

The application of this approach in sociolinguistic studies determines two main tasks: specification of the “conditions of suitability” of a speech act for some pragmatic and linguistic context and modeling of communication for specific representatives of specific societies in specific socio-cultural situations. Of particular importance in the light of this specification is professional vernacular, which primarily performs emphatic and esoteric functions. The infectivity of slang statements, defined in the light of the norms of the literary language, is not fixed by professionals. Optical observation station reports that an American tanker has released a fuel hose is interpreted by the participants of the communication as meeting the standards of a low register of professional discourse of military sailors. The communicant's inability to understand the meaning of what has been said automatically categorizes him as a “stranger”. But what without this?! Sometimes we speak in such a way so that the client does not understand what they mean - he will fall ill with a heart attack ahead of time. “Lay out the scarecrow across the whole area so that the head and the lady come together” - teachings during the installation of the warm floor. “What are you all fishing? Take the car!” – “painters among themselves” (Voroncova,

2006, p. 125). A statement conventionally sustained in the norms of one community can be interpreted as rude in another and vice versa. “My husband was just ecstatic, and I was shocked after some football player scored a goal and then, without hesitation, cursed tightly right in the T.V. camera” (Barker, 1972, p. 59).

## References

- Armstrong, P. B. (1983). The conflict of interpretations and the limits of pluralism. *Publications of the Modern Language Association of America*, 1(1), 341-352.
- Barker, G. C. (1972). *Social functions of language in a Mexican-American community* (Vol. 22). Arizona, AZ: University of Arizona Press.
- Bekiari, A. (2014). Verbal aggressiveness and leadership style of sport instructors and their relationship with athletes intrinsic motivation. *Creative Education*, 5(2), 114-121.
- Bernstein, M., Monroy-Hernández, A., Harry, D., André, P., Panovich, K., & Vargas, G. (2011). An analysis of anonymity and ephemerality in a large online community. *Creative Education*, 2(3), 50-57.
- Carroll, V. (2003). Verbal abuse in the workplace: How to protect yourself and help solve the problem. *AJN The American Journal of Nursing*, 103(3), 132-139.
- Cieri, R. L., Churchill, S. E., Franciscus, R. G., Tan, J., Hare, B., Athreya, S., & Wrangham, R. (2014). Craniofacial feminization, social tolerance, and the origins of behavioral modernity. *Current Anthropology*, 55(4), 17-29.
- Derkach, O. (2018). The transformation of professional pedagogical outlook of Ukrainian teacher at the turn of the centuries: Arts and humanities context. *21<sup>st</sup> Century Pedagogy*, 1(1), 10-15.
- Dos Santos, C. N. (2014). Think positive: Towards Twitter sentiment analysis from scratch. *Semantic Evaluation*, 2(1), 647-651.
- Estrem, T. L. (2005). Relational and physical aggression among preschoolers: The effect of language skills and gender. *Early Education & Development*, 16(2), 207-232.

- Garaeva, L. M., Gagarina, V. R., & Gabdrakhmanov, N. K. (2017). Language means of verbal aggressiveness in interprofessional communication. In D. A. Infante & B. L. Riddle (Eds.), *Proceeding of the 4th International Multidisciplinary Scientific Conference on Social Sciences and Arts Sgem* (pp. 41-49). Albena Resort, Bulgaria.
- Girard, L. C., Pingault, J. B., Falissard, B., Boivin, M., Dionne, G., & Tremblay, R. E. (2014). Physical aggression and language ability from 17 to 72 months: Cross-lagged effects in a population sample. *PLoS ONE*, 9(11), e112185-e112201.
- Hamilton, M. A. (2012). Verbal aggression: Understanding the psychological antecedents and social consequences. *Journal of Language and Social Psychology*, 31(1), 5-12.
- Infante, D. A., Chandler, T. A., & Rudd, J. (1989). Test of an argumentative skill deficiency model of interspousal violence. *Communication Monographs*, 56(1), 163-177.
- Infante, D. A., & Rancer, A. S. (1996). Argumentativeness and verbal aggressiveness: A review of recent theory and research. In B. K. Burleson (Ed.), *Communication yearbook* (pp. 319-351). Thousand Oaks, CA: SAGE Publications.
- Keaton, S. A., & Giles, H. (2016). Subjective health: The roles of communication, language, aging, stereotypes, and culture. *International Journal of Society, Culture & Language*, 4(2), 1-10.
- Maitra, D. (2017). Funds of knowledge: An underrated tool for school literacy and student engagement. *International Journal of Society, Culture & Language*, 5(1), 94-102.
- Martínez-Cámara, E., Martín-Valdivia, M. T., Ureña-López, L. A., & Montejo-Ráez, A. R. (2014). Sentiment analysis in Twitter. *Natural Language Engineering*, 20(1), 1-28.
- Matsumoto, D., Hwang, H. C., & Frank, M. G. (2013). Emotional language and political aggression. *Journal of Language and Social Psychology*, 32(4), 452-468.
- Myers, S., & Knox, R. (1999). Verbal aggression in the college classroom: Perceived instructor use and student affective learning. *Communication Quarterly*, 47(1), 33-45.
- Myers, S. A., & Rocca, K. A. (2000). The relationship between perceived instructor communicator style argumentativeness, and verbal aggressiveness. *Communication Research Reports*, 1(7), 1-12.
- Paltoglou, G., & Thelwall, M. (2012). Twitter, MySpace, Digg: Unsupervised sentiment analysis in social media. *ACM Transactions on Intelligent Systems and Technology*, 3(4), 15-39.
- Polivanov, E. D. (2017). *Selected works: Articles on general linguistics* (Vol. 72). Berlin, Germany: Walter de Gruyter GmbH & Co KG.
- Potapova, R., & Gordeev, D. (2015). Determination of the Internet anonymity influence on the level of aggression and usage of obscene lexis BT. In A. Ronzhin, R. Potapova, & N. Fakotakis (Eds.), *Proceedings of the 17th International Conference on Speech and Computer* (pp. 17-26). Athens, Greece.
- Potapova, R., & Komalova L. (2014). On principles of annotated databases of the semantic field "aggression". In A. Ronzhin, R. Potapova, & D. Vlado (Eds.), *Proceedings of the 16th International Conference on Speech and Computer* (pp. 322-328). Novi Sad, Serbia.
- Potapova, R., & Komalova, L. (2013). Linguacognitive survey of the semantic field "aggression" in multicultural communication: typed text. In M. Železný, I. Habernal, & A. Ronzhin (Eds.), *Proceedings of the 15th International Conference on Speech and Computer* (pp. 227-232). Cham, Switzerland.
- Progovac, L., & Benítez-Burraco, A. (2019). From physical aggression to verbal behavior: Language evolution and self-domestication feedback loop. *Frontiers in Psychology*, 10(2), 2807-2815.
- Sebastian, R. J., Parke, R. D., Berkowitz, L., & West, S. G. (1978). Film violence and verbal aggression: A naturalistic study. *Journal of Communication*, 2(8), 164-171.
- Shchepanskaya, T. B. (2006). Konstruktsiite na dzhendura v profesionalniya folklor [Folklore of professional communities:



- Examples]. *Bŭlgarski Folklor*, 32(3-4), 75-90.
- Sofield, L., & Salmond, S. W. (2003). Workplace violence: A focus on verbal abuse and intent to leave the organization. *Orthopaedic Nursing*, 22(4), 274-283.
- Tang, D., Wei, F., Yang, N., Zhou, M., Liu, T., & Qin, B. (2014). Learning sentiment-specific word embedding for twitter sentiment classification. *Proceedings of the 52<sup>nd</sup> Annual Meeting of the Association for Computational Linguistics*, 2(1), 1555-1565
- Van der Merwe, P. (2016). An exploratory study on how democratic school management practices affect the dynamics of violence in schools. *International Journal of Criminology and Sociology*, 5(5), 86-98.
- Vorkachev, S. G. (2001). Cultural linguistics, linguistic personality, concept: The formation of an anthropocentric paradigm in linguistics. *NDS. Philological Science*, 1(3), 64-72.
- Voroncova, T. A. (2006). *Speech aggression: Invasion of the communicative space*. Izhevsk, Russia: Publishing house Udmurt University.