

Abstract

Vulgarity is a significant psycho-social communication phenomenon that occurs in different environments, contexts, between men and women as well as across different age groups. The general public often draws attention to the rapidly increasing frequency of the use of vulgarisms during adolescence, which is mostly regarded as disturbing. However, how do the adolescents perceive using verbal vulgarisms themselves and why do they actually use them?

The main subject of this thesis was verification and a detailed description of the mechanisms of the already defined functions of verbal vulgarity in two adolescent groups, particularly among pupils in the sixth and the ninth class. With the help of this description, the phenomenon of verbal vulgarity could be better understood. Part of the thesis was also a survey of how students perceive and evaluate the use of verbal vulgarisms. Last but not least, the thesis addressed the issue of the degree of influence of peer groups on girls' and boys' verbal vulgarity. The actual functions of verbal vulgarity and facts relating to them were compared in terms of age and gender. The main research methods used were observation, questionnaires and group interviews.

The research pointed out the difference between the girls' perception and boys' perception of the use of vulgarisms, and the significant influence of peer groups in the school environment of the sixth and ninth classes. Furthermore, the research studied the different factors and mechanisms that affect the use of verbal vulgarisms in the school environment and contribute to the increasing incidence of this phenomenon. Specifically, it was the influence of a concrete situation, i.e. the use of vulgarisms in different environments (presence of vulgarisms during a lesson / during a break), in the presence of others (teachers, classmates) or in solitude. Girls and boys used profanities during breaks rather than during lessons. They considered used vulgarisms during lessons as more vulgar and inappropriate, especially when the teacher heard the vulgarity. On the contrary, during the break, when only among friends, the profanities were considered normal and natural. Vulgarity used within the peer group, were therefore perceived differently than profanities used in front of authorities, and so fulfilling different functions. Sex, respectively gender, and age proved to be other important factors. The influence of gender emerged as more significant than age. Profanities were used in both classes mostly among the members of the same sex group. Boys used vulgarisms more often than girls. Attention was also paid to the possible reasons and to the main functions of the use of vulgarisms in these classes. The social function with its sub-functions (conversation

functions, respectively entertainment function, humiliating function and inflammatory function), which appeared to be particularly important for group cohesion and dynamism, but also for setting boundaries and expressing attitude towards authorities, were described. The psycho-hygienic function, which was connected mainly with a relieved moment, was also examined.