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Mokhinur Murodova Azamat qizi,
Lecturer at the department of English,
Management Development Institute of
Singapore in Tashkent

ABBREVIATION AND INTERNET SLANG USAGE AMONG MDIST STUDENTS IN VIDEO GAMES AND ONLINE CHATS



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Abstract. This study investigates the use of abbreviation words and internet slang among MDIST students at the Management Development Institute of Singapore in Tashkent in the contexts of video games and online communication. Adopting mixed methods approach, the research combines quantitative survey data with qualitative interview insights to explore both the frequency and underlying motivation of such language use. The findings reveal that MDIST students frequently employ abbreviations for efficiency, speed, ease of communication, particularly in fast-paced digital environments. The study also highlights the influence of multilingualism and digital culture, including gaming communities and social media platforms on students' linguistic behavior. Overall, the research demonstrates the abbreviation words and slang usage are integral part of contemporary digital communication among MDIST students.

Key words: MDIST students, abbreviation words, internet slang, digital communication, gaming language, multilingualism.

**Mohinur Murodova Azamat qizi,
Toshkentdagi Singapur Menejmentni
Rivojlantirish Instituti Ingliz tili kafedrasini
o'qituvchisi**

MDIST TALABALARI ORASIDA VIDEO O'YINLAR VA ONLAYN CHATLARDA QISQARTMALAR HAMDA INTERNET SLENGLARIDAN FOYDALANISH

Annotatsiya. Ushbu tadqiqot Toshkentdagi Singapur Menejmentni Rivojlantirish Instituti (MDIST) talabalari tomonidan video o'yinlar va onlayn muloqot jarayonida qisqartma so'zlar hamda internet slenglardan foydalanishni o'rganadi. Tadqiqotda aralash metod (miqdoriy va sifat yondashuvi) qo'llanilib, so'rovnomalar va intervyu orqali ma'lumotlar to'plandi. Natijalar shuni ko'rsatdiki, MDIST talabalari qisqartma so'zlardan asosan tezkorlik, qulaylik va samarali muloqot uchun foydalanadilar. Tadqiqot shuningdek, ko'p tillilik va raqamli madaniyatning talabalar tiliga ta'sirini ham ko'rsatdi. Umuman olganda, qisqartma so'zlar va slenglar MDIST talabalari orasida zamonaviy raqamli muloqotning ajralmas qismi ekanligi aniqlandi.

Kalit so'zlar: MDIST talabalari, qisqartma so'zlar, internet sleng, raqamli muloqot, o'yin tili, ko'p tillilik.

Мохинур Муродова Азамат кизи, преподаватель кафедры английского языка
Сингапурского института развития менеджмента в Ташкенте

ИСПОЛЬЗОВАНИЕ АББРЕВИАТУР И ИНТЕРНЕТ-СЛЕНГА СРЕДИ СТУДЕНТОВ MDIST В ВИДЕОИГРАХ И ОНЛАЙН-ЧАТАХ

Аннотация.

Данное исследование посвящено использованию сокращённых слов и интернет-сленга среди студентов MDIST (Институт развития и менеджмента Сингапура в Ташкенте) в контексте видеоигр и онлайн-коммуникации. В работе применен смешанный метод, включающий количественный (опрос) и качественный (интервью) подходы. Результаты показали, что студенты MDIST часто используют сокращённые слова для повышения скорости и удобства общения, особенно в условиях динамичной цифровой среды. Исследование также выявило влияние многоязычия и цифровой культуры на языковое поведение студентов. В целом установлено, что сокращённые слова и интернет-сленг являются важной частью современной цифровой коммуникации среди студентов MDIST.

Ключевые слова: студенты MDIST, сокращённые слова, интернет-сленг, цифровая коммуникация, язык игр, многоязычие.

Introduction. Language is constantly evolving, and one of the most significant drivers of this change is the 21st century is digital communication. With the rapid growth of the internet, social media platforms, and online gaming communities, new forms of language have emerged. Among these, abbreviations and internet slang have become dominant, particularly among young people and university students.

At Management Development Institute of Singapore in Tashkent, students actively engage in online environments such as multiplayer video games, messaging applications (e.g., Telegram, Discord), and social media platforms. In these spaces, communication is often fast-paced and informal, encouraging the use of shortened expressions like ‘LOL’, ‘GG’, and ‘BRB’. These forms are not only time-saving but also function as markers of identity, group belonging, and digital literacy.

Moreover, online gaming environments create unique linguistic conditions where speed and efficiency are crucial. Players must communicate quickly to coordinate strategies, respond to opponents, and express reactions in real time. As a result, abbreviations such as ‘AFK’ (away from keyboard), ‘GG’ (good game), and ‘Noob’ (beginner) become essential tools for interaction.

In addition, online chats encourage creativity and emotional expression through language. Users often rely on slang such as ‘cya’, ‘m8’, or ‘rofl’ to convey tone, humor, and personality. Understanding how MDIST students use these linguistic forms is important for several reasons. First, it helps educators better understand students’ communication habits. Second, it provides insight into how digital language influences academic writing and formal communication. Finally, it highlights the need for awareness regarding appropriate and inappropriate language use in different contexts.

Aim of the study. The primary aim of the study is to explore the use of abbreviations and internet slang among first-year students at the Management Development Institute of Singapore in Tashkent (MDIST), particularly in the context of online gaming and chat communication. As digital communication continues to permeate academic and social spaces, it is important to understand how students are adapting and using to new linguistic forms that evolve with the internet culture. These forms of communication, characterized by abbreviations, acronyms, and formal expressions, have become intrinsic how students interact in both recreational and academic settings.

Research Questions.

1. What types of abbreviations and internet slang are most commonly used by MDIST students in online gaming and chats?
2. Why do MDIST students prefer using abbreviations and slang in digital communication?

Literature Review.

2.1. Internet Slang in Online Gaming.

Online gaming environments are one of the most active spaces for the use of abbreviations and internet slang. According to Crystal (2006), digital communication has developed a hybrid form of language called “Netspeak”, which combines elements of spoken and written communication (p.5). This is especially visible in multiplayer games, where players must communicate quickly and efficiently.

GG (good game)- used at the end of a match to show respect.

AFK (away from keyboard)- indicates temporary absence.

Noob- refers to an inexperienced player.

Hamilton et al. (2014) explain that gaming slang is not random but serves practical and social purpose. It allows players to coordinate strategies quickly and also helps create a shared identity within gaming communities. For example, using terms like “GG” or “noob” signals that a player is familiar with gaming culture. Additionally, gaming slang often spreads beyond games into everyday communication, influencing how students interact on social media and messaging platforms [4; p.1316].

2.2. Previous Studies.

The analysis by Hamilton et al. (2014) reveal that livestreams tend to develop a distinct atmosphere that mirrors the streamer’s attitudes and values. This personality plays a key role in shaping the audience, as viewers who remain in the stream often share similar perspectives, reinforcing a sense of community. A welcoming environment made them feel at ease and encouraged active interaction with both the streamer and other viewers. At the same time, participants also noted that some streamers display contrasting traits, such as playfulness or even visible anger, which further influence the tone and dynamics of their communities [4; p.1319].

This section examines how age and gender influence the use of slang, abbreviations, and taboo language in online communication, particularly on Twitter. The analysis by Gauthier (2017) highlights that linguistic choices- especially informal and non-standard forms- are shaped more strongly by age groups than by gender, reflecting differences in identity construction, peer influence, and digital communication habits [3; p.164-165].

A comparison of male and female language patterns shows that abbreviations were initially more associated with female users, with minimal presence among males. However, when age is considered, abbreviations are highly frequent among males aged 12-18, while they occur far less among males aged 19-30. This suggested that although abbreviations are visible among younger males, they remain overall more typical of females in the same age group. Here we can see some explanations of slang used in his article:

y- short form of “why”, commonly used for speed in typing.

aint- informal contraction of “am not”, “is not”, “are not”.

u – abbreviation for “you”.

ma – informal form of “my” or sometimes used as casual address.

gon -shortened form of “going to” (e.g. “a’m gon leave”).

n – abbreviation for “and”.

rn – strands for “right now”.

m8 – interpreted as “mate”

ftf – face to face.

rotfl – “rolling on the floor laughing”.

cya- “see you”.

In addition, the use of taboo words shows variation across age groups. While the base form “nigger” appears as keyword among 12-18- year-olds, spelling variations such as “nigguh” (younger males) and “nigga” (older males) indicate stylistic preferences rather than differences in usage frequency. These variations demonstrate that both age groups use the term, but adapt its form to align with group identity and linguistic trends. Overall, there is no clear gender preference for

this word or its variants; instead, age plays a more significant role in determining how it is used [3; p.168].

By the late 1990s, media discussions had already begun to highlight the emergence of internet-specific vocabulary. For example, a USA Today article identified forms such as lol (laugh out loud), ftf (face to face), and rotfl (rolling on the floor laughing) as distinctive features of online communication [12]. Around the same period, attention increasingly shifted toward the role of young users in shaping this variety. A Knight Ridder Newspaper report portrayed “Netspeak” as closely tied to youth practices, emphasizing its creative and evolving nature [5].

Similarly, a Washington Post article described how teenagers relied on shorthand in chatrooms to maintain rapid, multi-user conversations. The need for speed and efficiency led to extensive abbreviation, contraction, and condensation of language, allowing users to communicate with minimal keystrokes- for instance, using BRB (“be right back”) instead of longer explanations [9]. The same discussion also noted additional features of early chatspeak, such as vowel omission and the perception among teenagers that these written forms were not intended for spoken use. Examples of this highly compressed style include expressions like “RU der?” (“Are you there?”) and “GR8” (“great”), which demonstrate how abbreviations and phonetic spellings became normalized in youth communication. Media representations at the same time suggested that such language might appear unintelligible to older users, while remaining easily understood within younger communities [5].

Despite this strong cultural association between internet language and acronyms, empirical studies indicate that their actual frequency in communication is relatively low. Naomi S. Baron (2004) found only ninety acronyms in a corpus of nearly 12,000 words, with most appearing just once; lol was the most frequent, occurring seventy-six times [1]. Likewise, Sali A. Tagliamonte and Derek Denis (2008) reported that while forms like lol and omg appeared in a larger dataset, other common acronyms such as brb and wtf were rare. Altogether, these features accounted for only about 2.5% of total words in their corpus [10]. Furthermore, abbreviated forms like u were far less frequent than their standard equivalents (you), reinforcing the conclusion that such features are less dominant in actual usage than popular discourse suggests [7; p. 466-475].

The following abbreviations are discussed in Enregistering internet language by Lauren Squires, with meanings grounded in early representations of internet language as:

TTFN – “ta-ta for now”; used to say goodbye informally in online chats.

B/F – “boyfriend”, a shortened written form commonly used in messaging to save time.

Bcuz -”because”, a phonetic and condensed spelling reflecting the tendency toward efficiency in digital communication.

KMN – typically interpreted as “kill me now”, an expressive abbreviation conveying frustration or exaggeration in online discourse [6; p. 468].

3. Methodology. 3.1. Context and Participants

This study was conducted at the Management Development Institute of Singapore in Tashkent. The participants consisted of 60 first-year undergraduate students enrolled in various academic program. Their age ranged from 17 to 20 years, representing both male and female learners with intermediate to upper-intermediate English proficiency levels. All participants are active users of digital communication platforms and frequently engage in online gaming and chat-based interactions.

3.2. Research Design (Mixed Methods Approach)

This study adopts a mixed-methods approach combining both qualitative and quantitative research designs. Mixed methods research integrates numerical data with descriptive insights to provide a comprehensive understanding of the research problem [2]. Mixed- methods research (MMR) has become widely used and effective approach in all studies, by combining both qualitative and quantitative methods of data collection and analysis within one study or across several studies, MMR allows researchers to explore multifaceted research questions that cannot be fully addressed through single methodological approach [11].

The quantitative component (survey) allows for measuring frequency and patterns of slang

usage, while qualitative component (interviews) provides deeper insights into students' attitudes and experiences. This combination ensures both breadth and depth of analysis.

3.3 Methods of Data Collection

Data were collected through offline surveys and semi-structured interviews conducted at MDIST campus. The survey was administered over two days, while interviews were conducted over 3 days. Prior permission and approval were obtained from authority of university, and data collection was scheduled to avoid disruption of academic activities (Appendix C).

3.4. Research Instruments

1. Questionnaire (survey) - a structured questionnaire consisting of closed-ended questions was designed to gather quantitative data on the frequency, types, and contexts of abbreviation and slang usage.

2. Interview – a semi-structured interview was developed to explore participants' perspectives, motivations, and attitudes toward using internet slang and abbreviations in digital communication.

The questionnaire consisted of 20 closed-ended questions aimed at measuring the frequency, preferences, and patterns of abbreviation and slang use among students. These questions required participants to select predefined options (frequency scales, yes/no responses, multiple choice), ensuring consistency and ease of statistical analysis. These questions allow for identifying how often students use abbreviations and slang in different contexts (gaming, chatting); examining platform preferences (Discord, Telegram, Instagram) to understand where such language is most relevant; measuring comprehension levels and potential communication barriers caused by unfamiliar slang and analyzing sociolinguistic factors such as code-switching (English, Uzbek, Russian), identity expression and adaptation to audience.

The qualitative component included 20 open-ended questions designed to explore participants' personal experiences, attitudes, and interpretation of using abbreviations and slang in digital communication. These kind of questions were asked to understand why students prefer abbreviations over full forms (speed, convenience, social identity); to explore real-life communication scenarios, including misunderstanding; to investigate the role of gaming culture, influencers, and multilingual environments in shaping language use. The combination of these two instruments ensures methodological triangulation. While questionnaire provides me breadth through quantifiable data, the interviews offer depth by uncovering explanations behind observed patterns.

3.5. Data Collection

The data collection process began with obtaining formal permission from MDIST administration. Participants were informed about the purpose of the study and voluntarily agreed to participate. The survey was distributed in paper, allowing students to complete it at their convenience. Following the survey, participants were selected for interviews to provide more detailed qualitative insights. Each interview lasted approximately 10-15 minutes and was conducted in a quiet environment within the classroom in campus.

3.6. Data Analysis

Survey responses by students were processed using descriptive statistical methods, including frequency distribution and percentage analysis. The findings indicate that the majority of participants reported using abbreviations and slang frequently or occasionally, confirming the high prevalence of such language in digital communication.

The main reasons selected by participants for using abbreviations include:

- saving time; -faster communication; -easy typing; -clarity in context;
- habitual use; -following trends; -expressing friendliness and positivity
- releasing emotions (anger in gaming situations).

In terms of platforms, students reported using abbreviations most commonly in:

- chat applications (Telegram, Discord, Instagram); -social media (comments, reels)
- video games and in-game chats; -emoji-based interactions alongside text.
- communication influenced by streamers and online communities.

And additionally, responses suggest that male participants tend to use abbreviations more frequently, indicating a possible gender-based variation in online language behavior among MDIST

students.

Interview responses were analyzed using content analysis, focusing on recurring themes and patterns. Participants emphasized that abbreviations are an essential part of fast-paced communication, especially in gaming contexts where quick reactions are required. Many respondents highlighted emotional expression, particularly in competitive situations, where abbreviations help convey frustration, humor, or excitement efficiently.

While participating in research students provided a range of frequently used abbreviations, particularly in gaming and online chatting environments. These include:

GG- good game GTG- got to go TA- Thanks
 WWCHD- what would chat do DN- do not know LOL- laughing out loud
 NT- nice try IDK- I do not know BCZ/CUZ -because BRB- be right back
 AKA- also known as SMTH – something SMNE- someone CYA – see you
 CS- Counter-Strike EM- them EZ- easy

3.7. Ethical Considerations

Ethical principles were strictly followed throughout the study. Permission was obtained from MDIST administration prior to data collection. Participants were informed the purpose of the research and their rights, including voluntary participation and right to withdraw at any stage. Anonymity was ensured by not collecting personally identifiable information, and all responses were kept confidential. Data were used solely for academic purposes. Anonymity and confidentiality are fundamental measures used to protect participants' privacy in research. Anonymity is maintained when individual responses cannot be traced back to the participant's identity, which is commonly ensured through the use of coded questionnaires. In addition, all research materials and data should be securely stored to prevent unauthorized access [8; p. 457].

Conclusion

This study examined the use of abbreviations and internet slang among MDIST students in the contexts of video games and online communication. The findings demonstrate that such linguistic forms are widely used and play a significant role in shaping digital interaction among Uzbek youngsters. Both quantitative and qualitative results indicate that students frequently rely on abbreviations for efficiency, speed, and ease of communication, particularly in the environments of gaming and real-time chats. The influence of digital platforms, including social media and gaming environments, further reinforces the spread and normalization of such language practices. Additionally, the findings suggest the presence of sociolinguistic patterns, including gender differences and the impact of multilingualism, as students often blend English with Uzbek and Russian elements.

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Maqolani tayorlashda qo'yiladigan talablar:

1. Maqola o'zbek, ingliz va rus tillarida minimal 6 sahifadan iborat bo'lib, Microsoft Word dasturida Times New Roman shriftida 12 kegl, 1 satr oralig'ida, sahifalar barcha tomondan 2 sm qoldirilgan holda bo'lishi shart.
2. Satr boshi - 1,25 sm bo'lib, satrlarni eniga to'g'irlash, so'zlarni boshqa qatorga ko'chirish avtomatik tarzda bo'lishi lozim.
3. Birinchi qator o'ng tomondan muallifning familiyasi, ismi va otasining ismi, ikkinchi qatorda muallifning ish joyi, lavozimi, ilmiy darajasi va unvoni, e-mail va telefon raqami, uchinchi qatorda sahifaning o'rtasida bosh va qalin harflar bilan maqolaning nomi yoziladi. Ushbu ma'lumotlar o'zbek, ingliz va rus tillarda berilishi lozim.
4. Keyingi qatordan o'zbek, ingliz va rus tillarida 60 so'zdan iborat annotatsiya beriladi.
5. Keyingi qatordan 7-10 ta o'zbek, ingliz va rus tillarida kalit so'zlar beriladi.
6. Keyingi qatordan asosiy matn boshlanadi va maqola 4 qismdan iborat bo'ladi: Mavzuning dolzarbligi. Metodlar va o'rganilganlik darajasi. Tadqiqot natijalari. Xulosa.
7. Maqolalar ilmiy ahamiyatga ega bo'lib, ulardagi fakt va fikrlar asoslangan hamda mustaqil ma'no kasb etishi lozim, plagiat holati taqiqlanadi. Muallif foydalanilgan adabiyotlarni aniq ko'rsatishi, olingan iqtiboslarning aniq manbalarini keltirishi lozim.
8. Web of science hamda Scopus tizimidagi jurnallardan iqtiboslar olish maqsadga muvofiqdir.
9. Iqtiboslar matn ichida [1, 25] beriladi. Adabiyotlarning to'liq ro'yxati asosiy matndan so'ng alifbo tartibida ko'rsatilishi lozim.

Требования к оформлению научной статьи:

1. Статьи должны содержать 6 страниц, в формате Times New Roman на Microsoft Word, 12 кегль, 1 см, со всех сторон 2 см.
2. Начала абзаца - 1,25 см, формировать строки по ширине, перенос слов в другой ряд должен быть в автоматическом порядке.
3. В первой строке от правой стороны Ф.И.О. автора, во второй строке место работы, должность, ученая степень и ученое звание, e-mail и номер телефона, в третьей строке по центру страницы прописными буквами жирным шрифтом название статьи. Эта информация должна быть предоставлена на узбекском, английском и русском языках.
4. В следующей строке аннотация из 60 слов на трех языках: узбекский, английский и русский.
5. Со следующей строки ключевые слова 7-10.
6. Далее начинается основной текст. новой текст начинается со следующей строки, и статья состоит из 4 частей: актуальность темы, методы и уровень исследования, результаты исследования, заключение.
7. Статьи должны иметь научное значение, факты и идеи должны быть обоснованными и избежать плагиатства. Автор должен точно указать использованную литературу и ссылку на источники, при помощи которых он выразил свое мнение.
8. Сноски или ссылки должен быть взяты из Web of science, а также системы журналов Scopus.
9. Цитирование приводится в тексте [1, 25] Полный список литературы должен быть указан после основного текста, а алфавитном порядке.

Requirements of the articles submitted:

1. Articles should be at least 6 pages, in Times New Roman, 12 pt., 1 inter.
2. The line head should be 1,25 cm, line spacing, and the words should be automatically moved.
3. The author's full name should be on the first line from the right; the author's place of work, position, academic degree, and academic rank, email address, and phone number should be on the second line; the article title should be centered in bold, capital letters, on the third line. This information should be provided in Uzbek, English, and Russian.
4. An annotation of 60 words in the next line in three languages.
5. Key words from the next row in three languages 7-10.
6. The next line begins with the main text. The main text begins on the next line, and the article consists of four parts: the relevance of the topic, the methods and level of research, the results, and the conclusion.
7. Articles must be of scientific importance and facts and opinions in the article should be well-grounded and have an independent meaning, and they must be free of plagiarism. The author must clearly demonstrate the literature used in his or her opinion, and provide the exact sources of the extracts.
8. Quotes should be from "Web of science" and "Scopus" journals.
9. A complete list of publications should be followed in alphabetical order after the main text. Seals and references should be in the main text [1, 25].