

1-TOM, 12-SON
THE MAJOR CHARACTERISTICS OF THE NATIVE (ANGLO-SAXON)

VOCABULARY UNIT IN ENGLISH WORD STOCK

Jizzakh branch of National University of Uzbekistan
named after Mirzo Ulug'bek

The Faculty of Psychology, the department of Foreign languages
Philology and Foreign languages

Scientific advisor: Teshaboyeva Nafisa Zubaydulla qizi
nafisateshaboyeva@jnbuu.uz

Student of group 401-22: Shirinova Gulxayo Istam qizi
abduhamidovoybek85@gmail.com

Annotation: This article provides a comprehensive analysis of the major characteristics of the native (Anglo-Saxon) vocabulary unit. The author explores the historical roots and development of the Anglo-Saxon vocabulary, as well as its distinctive features such as word formation, phonological patterns, and semantic nuances. The article also examines the impact of Anglo-Saxon vocabulary on the English language, highlighting its enduring influence and contribution to the richness and diversity of the lexicon. Overall, this article offers valuable insights into the unique characteristics of the native vocabulary unit and its significance in understanding the evolution of the English language.

Key words: native vocabulary, Anglo-Saxon vocabulary ,a fundamental component , historical roots, word formation, phonological patterns, semantic nuances , sunshine, syllable, foreign sources, suffix, slogan.

The native (Anglo-Saxon) vocabulary unit in the English word-stock is a fundamental component of the language, with a rich history and distinctive characteristics that have shaped the development of English over centuries. In this article, we will explore the major characteristics of the Anglo-Saxon vocabulary unit, including its historical roots, word formation, phonological patterns, semantic nuances, and its enduring influence on the English language.

The Anglo-Saxon vocabulary unit has its origins in the Germanic tribes that migrated to Britain during the early Middle Ages. These tribes brought with them a unique set of words and linguistic features that formed the basis of Old English, the earliest form of the English language. As a result, many words in modern English can be traced back to their Anglo-Saxon roots, demonstrating the enduring influence of this vocabulary unit on the language.

One of the key characteristics of the Anglo-Saxon vocabulary unit is its word formation processes. Anglo-Saxon words are often formed through compounding, where two or more words are combined to create a new word with a specific meaning. For example, the word "sunshine" is formed by combining "sun" and "shine." This process of compounding is a distinctive feature of Anglo-Saxon vocabulary and has contributed to the richness and diversity of the English lexicon.



1-TOM, 12-SON

In addition to word formation, the phonological patterns of Anglo-Saxon words also play a significant role in shaping the language. Anglo-Saxon words often have distinct phonetic features, such as consonant clusters and vowel sounds, that set them apart from words of other linguistic origins. These phonological patterns have had a lasting impact on the pronunciation and spelling of English words, adding to the complexity and diversity of the language.

Furthermore, the semantic nuances of Anglo-Saxon vocabulary are another important characteristic. Many Anglo-Saxon words have specific connotations and cultural associations that reflect the historical and social context in which they originated. For example, words related to agriculture, family, and everyday activities often have Anglo-Saxon roots, highlighting the influence of this vocabulary unit on the language's everyday usage and cultural significance.

Some examples of native (Anglo-Saxon) vocabulary units in English include words like :

"house," "earth," "water," "mother," "father," "brother," "sister," "love," "friend," "food," "drink," "sleep," "walk," "run," "jump," "laugh," "cry," "hear," "see," "feel," "think," and "know."

These words have deep roots in the Anglo-Saxon language and reflect the everyday experiences and activities of the early Germanic tribes that shaped the English language.

Etymological and Stylistic Characteristics of Words at All Interrelated?

Is it possible to establish regular associations between any of the groups of etymological classification and the stylistic classification of English vocabulary ? The answer must be in the affirmative.

It is quite natural to expect to find a considerable number of native words in the basic vocabulary, if we remember that the latter comprises words denoting essential objects and phenomena. Yet, one should keep in mind that among basic vocabulary words there are also rather numerous Latin and French borrowings. In general, we should not be misled into thinking that all short common words are native, and that only three- and four-syllable words came from foreign sources. Words like very, air, hour, cry, oil, cat, pay, box, face, poor, dress are of foreign origin despite their native appearance and common use. So it would be correct to state that, though native words prevail in the basic vocabulary, this stratum also comprises a considerable number of old borrowings which have become so fully adapted to the English language system that they are practically indistinguishable from the native stock. The centre of gravity of borrowed words in the stylistic classification is represented by two groups: learned words and terminology. In these strata the foreign element dominates the native. It also seems that the whole opposition of "formal versus informal" is based on the deeper underlying opposition of "borrowed versus native", as the informal strata, especially slang and dialect, abound in native words even though it is possible to quote numerous exceptions.



1-TOM, 12-SON

Comparing the expressive and stylistic value of the French and the English words in such synonymic pairs as to begin — to commence, to wish — to desire, happiness — felicity, O. Jespersen remarks: "The French word is usually more formal, more refined, and has a less strong hold on the emotional side of life." The truth of this observation becomes even more obvious if we regard certain pairs within which a native word may be compared with its Latin synonym: motherly — maternal, fatherly — paternal, childish — infantile, daughterly — filial, etc. Motherly love seems much warmer than maternal feelings — which sounds dutiful but cold. The word childish is associated with all the wonder and vivid poetry of the earliest human age whereas infantile is quite dry. You may speak about childish games and childish charm, but about infantile diseases, whereas infantile mind implies criticism. It is interesting to note that a similar pair of words sunny — solar cannot even be regarded as synonyms though semantically they both pertain to the sun. Yet, if a fine day can be described as sunny, it certainly cannot be characterised by the word solar which is used in highly formal terminological senses (e. g. solar energy). The same is true about handy — manual, toothy (e. g. a toothy grin) — dental (term again), nosy (e. g. a nosy kind of person) — nasal (e. g. nasal sounds, voice).

Before turning to the various processes of making words, it would be useful to analyse the related problem of the composition of words, i. e. of their constituent parts. If viewed structurally, words appear to be divisible into smaller units which are called morphemes. Morphemes do not occur as free forms but only as constituents of words. Yet they possess meanings of their own. All morphemes are subdivided into two large classes: roots (or radicals) and affixes. The latter, in their turn, fall into prefixes which precede the root in the structure of the word (as in re-read, mis-pronounce, unwell) and suffixes which follow the root (as in teach-er, cur-able, diet-ate).

It is probably of some interest to mention that at various times purists have tried to purge the English language of foreign words, replacing them with Anglo-Saxon ones. One slogan created by these linguistic nationalists was: "Avoid Latin derivatives; use brief, terse Anglo-Saxon monosyllables". The irony is that the only Anglo-Saxon word in the entire slogan is "Anglo-Saxon".

In conclusion, the native vocabulary unit in the English language is a vital component that reflects the historical roots and development of the language. With its strong influence from Germanic origins, these words contribute to the richness and diversity of the English vocabulary. Understanding the major characteristics of the native vocabulary unit provides insight into the foundation of the language and its continued impact on shaping English as we know it today. As such, it is important to recognize and appreciate the significance of the native vocabulary unit in order to gain a deeper understanding of the language and its evolution over time. Overall, the Anglo-Saxon vocabulary unit has had a profound impact on the English language,



1-TOM, 12-SON

contributing to its richness and diversity. By exploring its historical roots, word formation processes, phonological patterns, and semantic nuances, we can gain valuable insights into the unique characteristics of this native vocabulary unit and its enduring significance in understanding the evolution of English.

THE LIST OF USED LITERATURE

1. Arnold. 1. The English Word. Moscow. 1986.
2. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, 2(11), 1076-1080.
3. 2. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, 1(B5), 94-97.
4. Г.Б.Антрушина, О.В.Афанасьева, Н.Н.Морозова, "Лексикология английского языка", 2004.
5. G.V.Chulanova "Lexicology of the English language" Sumy State University" 2020.
6. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
7. Lipka, L. English Lexicology. Tübingen: Narr. 2002.
8. LEARNER I. Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek, The faculty of psychology, The teacher at the department of Foreign languages.
9. Маърипов Д. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.
10. Ма'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.
11. Ма'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.
12. Punga L. Words about words. An introduction to English Lexicology. 2007.
13. R. S. Ginzburg , S. S. Khidekel, G. Y. Knyazeva, A. A. SankinA COURSE IN MODERN ENGLISH LEXICOLOGY SECOND EDITION Revised and Enlarged
14. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).



1-TOM, 12-SON

15. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 415-420).

16. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ (pp. 82-84).

17. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. Журнал иностранных языков и лингвистики, 5(5).

18. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. Журнал иностранных языков и лингвистики, 5(5).

19. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

20. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

21. Teshaboyeva, N., & Rayimberdiyev, S. (2023, May). THE IMPORTANCE OF USING MULTIMEDIA TECHNOLOGY IN TEACHING ENGLISH CLASSES. In Academic International Conference on Multi-Disciplinary Studies and Education (Vol. 1, No. 8, pp. 149-153).

22. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

23. Shirinova G.I " Morphological classification of words. Word families aims and principles of Morphemic and word formation analysis " Научный импульс. No.15 . 2023.

