WORD FORMATION AND ITS BASIC PECULARITIES

Jizzakh branch of the National University of Uzbekistan
named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign languages
Philology and foreign languages
Scientific advisor: **Teshaboyeva Nafisa Zubaydulla qizi**
nafisateshaboyeva@gmail.com
Student of group: **Abdurazzoqova Lobar Ikromjon qizi**
abdurazzoqovalobar@gmail.com

ANNOTATION: This theme explores the process of word formation and its fundamental characteristics. It delves into the various ways in which new words are created, including through affixation, compounding, blending, and conversion. The annotation also examines the role of morphology in word formation and the principles that govern the creation of new words in different languages. Additionally, it discusses the significance of word formation in language evolution and the impact of cultural and societal factors on the development of vocabulary. Overall, this theme provides a comprehensive understanding of the essential aspects of word formation and its implications for linguistic analysis.

Key words: word formation, affixation, compounding, blending, conversion, synchronic, diachronic, productive, non-productive ways of word-formation.

The study of the English vocabulary from a synchronic perspective focuses on its current system and the patterns of word formation by comparing words that exist at the same time. For example, the word "girlishness" can be broken down into three morphemes: the root "girl" and the suffixes "-ish" and "-ness." Words can be classified based on their morphemes, such as a root word with one or more affixes, a derived word, a compound word with two or more stems, or a compound derivative with two or more stems and a common affix. This analysis identifies the basic constituents that make up the word.

A structural word-formation analysis goes further by examining the structural relationship with other words and the rules on which words are constructed. This is done using the principle of oppositions, which involves studying similar elements with functionally relevant differences. In the case of "girl" and "girlish," they form a morphemic opposition, as they share the same root morpheme but differ in the suffix "-ish," resulting in a different part of speech. This binary opposition consists of two elements.

«Wordformation is the process of creating new words from the material available in the language after certain structural and semantic formulas and patterns (Ginzburg}. Wordformation is that branch of the science of language which the patterns on which a language forms new lexical units, i.e. words». (H.Marchand.) The term «wordformation» is applied to the process by which new words are formed by adding prefixes and suffixes or both to a root — form already in existance. (J.A. Sheard)

By wordformation on a foreign basis of coining we understand derivation on the morphologic basis of another language. In English most learned, scientific or technical words are formed on the morphologic basis of Latin or Greek. (Marchand).

Word formation involves creating new words using existing elements in a language. Each language has its own structural patterns for word formation, such as the "V + er" pattern seen in words like "writer," "worker," "teacher," and "manager." Word formation can be studied from both a synchronic and diachronic perspective.

In terms of compounding, prefixing, and suffixing, word formation can occur on a native or foreign basis. The native basis of coining means that a derivative can be analyzed as consisting of two independent morphemes (as in the case of compounds like "rainbow") or a combination of independent and dependent morphemes (as in prefixal and suffixal derivatives like "un-just" and "boy-hood"). Two principal approaches are applied in the science of language: the synchronic and the diachronic one. With regard to wordformation the synchronic linguist would study the present day system of formatting words types while the scholar of the diachronic school would write the history of wordformation. Earlier books, articles and monographs on word-formation and vocabulary growth in general both in the Russian language and in foreign languages, in the English language in particular, used to mention morphological, syntactic and lexico-semantic types of word-formation. At present the classifications of the types of word-formation do not, as a rule, include lexico-semantic word-building. Of interest is the classification of word formation means based on the number of motivating bases which many scholars follow. Most linguists in special chapters and manuals devoted to English word-formation consider as the chief processes of English word-formation affixation, conversion and compounding. Apart from these a number of minor ways of forming words such as back-formation, sound interchange, distinctive stress, sound imitation, blending, clipping and acronymy are traditionally referred to Word-Formation.

Affixation is the formation of words with the help of derivational affixes. As it was said above 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). Words which consist of a root and an affix (or several affixes) are called derived words or derivatives and are produced by the process of word-building known as affixation (or derivation). Derived words are extremely numerous in the English vocabulary. Successfully competing with this structural type is the so-called root word which has only a root morpheme in its structure. Affixation can be broken down into prefixation and suffixation. When a prefix like "dis" is added to the stem "like" (dislike) or a suffix like "ful" is added to "law" (lawful), we say that a word is formed by affixation. Derivational morphemes added before the stem of a word are called prefixes (un + like), and those added after the stem of the word are called suffixes (hand + ful). Prefixes change the lexical meaning of the stem, while suffixes change the word to a different part of speech. For example, "like" (v.) becomes "dislike" (v.), "kind" (adj.) becomes "unkind" (adj.) with prefixes, and "teach" (v.) becomes "teacher" (n.) with suffixes. Recent research on prefixation in English has yielded interesting findings. It seems that the commonly held belief among linguists that prefixes only change the lexical meaning of words without altering their part of speech is not entirely accurate. In English, there are approximately 25 prefixes that can transform words into a different part of speech. This suggests that there is no functional distinction between suffixes and prefixes. Additionally, some linguists view prefixes as part of word composition, while others see them as derivational affixes that differ from root morphemes and stems.

Compound words, also known as word composition, are a productive form of word-formation in Modern English. Like other methods of deriving words, word composition has its own unique characteristics, including the means used, the nature of bases and their distribution, the range of application, the scope of semantic classes, and the factors that contribute to productivity. Compounds are made up of two derivational bases and are inseparable vocabulary units that are dependent on the constituent bases and their semantic relations. The bases of compound words can be of different degrees of complexity, but this is not typical of the majority of Modern English compounds.

Blending is the formation of a new word by a connection of parts of two words to form one word. For example. The noun «smog» is composed of the parts of

nouns «smoke» and «fog» (sm (oke+f) og. The result of blending is an unanalysable simple word. We do not analyse the blended words (sm-r-og) because their parts can't be called morphemes.For example. clash- clap'crash; fIush-flash H-blush,1 slanguage=slang+language, brunch- breakfast+lunch, smare-smoke+ha-ze, seadrome=-sea+airdrome). There are many blends in the terminological vocabulary. For example. racon-radar+beacon, transceiver-transmitter+receiver. Blending can be considered ... as the method of merging (connecting) parts of words into one new word as when «sm+oke» and «fog» derived from «smog».

Conversion is a highly productive method of creating new words in Modern English, such as turning nouns into verbs (e.g. work, pen, walk). The term "conversion" was first used by Sweet in his 1892 book "New English Grammar." There are various theories about conversion, with some linguists suggesting it involves forming words without affixes, while others argue it involves using a zero morpheme. Conversion is also described as a shift from one part of speech to another, but these different interpretations of conversion can be confusing. Treating conversion as a non-affixal word-building process doesn't help distinguish between cases of conversion and sound interchange, such as in the examples of sing/song and paper (n)/paper (v).

In conclusion, conversion is a significant word formation process in Modern English, allowing for the creation of new words by shifting from one part of speech to another. The term "conversion" was first coined by Sweet in 1892, and there are various theories about its mechanisms, including the use of zero morphemes and non-affixal word-building processes. However, the different interpretations of conversion can lead to confusion, particularly when distinguishing between conversion and sound interchange. Despite these complexities, conversion remains a highly productive method for expanding the English lexicon.

REFERENCES

1. . Philip Durkin. "Etymology", in Encyclopedia of Language and Linguistics, 2nd edn. Ed. Keith Brown. Vol. 4. Oxford: Elsevier, 2006, pp. 260–7.

2. Philip Durkin. The Oxford Guide to Etymology. Oxford/NY: Oxford University Press, 2009.

3. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 409-414).

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

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

6. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. Central Asian Journal of Theoretical and Applied Science, 2(3), 1-5. Retrieved from https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84

7. Ma'ripov J. K. A BRIEF INFORMATION ABOUT TENSES //O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA. – C. 464.

8. Tolibovna A. K. et al. Features Of Anthropocentric Study Of Sacred Texts //Open Access Repository. – 2022. – T. 8. – №. 1. – C. 5-10.

9. Tolibovna A. K. et al. Functions of Allusion and Allusion as a Marker of Intertextuality and Precedence //European Multidisciplinary Journal of Modern Science. – 2022. – T. 6. – C. 485-487.

10. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – T. 2. – №. 5. – C. 175-178.

11. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – T. 1. – №. 28. – C. 62-68.

12. Ахмедова С. Р. Таълим ва тарбия жараёнлари узвийлигининг самарадорлиги //Science and Education. – 2021. – T. 2. – №. 9. – C. 369-373.

13. Ахмедова С. Р. и др. Инновацион технологияларни таълим жараёнларига татбиқ этиш йўллари //Science and Education. – 2021. – T. 2. – №. 10. – C. 492-496.

14. Axmedova S. R. и др. Masofaviy ta'lim va uning horijiy tillarni o'qitishdagi o'rni //Science and Education. – 2021. – T. 2. – №. 10. – C. 608-612.

15. Axmedova, S. R. (2021). Chet tillarni o'rganish va undagi metodlarning ahamiyati. *Science and Education*, *2*(11), 1076-1080.

16. Axmedova, S. R. (2021). Ilova elementlarining strukturaviy tahlilini o'rganish. *Science and Education*, *2*(12), 583-587.

17. Ахмедова, С. Р. (2022). Иловали унсурларининг иккинчи даражали бўлаклар формасида ифодаланиб келиши. *Science and Education*, *3*(3), 814-817.

18. Akhmedova, S. (2022). STRUCTURAL CHARACTERISTICS OF APPLIED ELEMENTS IN THE GERMAN LANGUAGE. *Science and innovation*, *1*(B5), 94-97.

19. Ахмедова, С. Р. (2022). Эга шаклида ифодаланган мураккаб тузилишли иловали элементларнинг таҳлилини ўрганиш. *Science and Education*, *3*(4), 1963-1966.

20. . Alfred Bammesberger. English Etymology. Heidelberg: Carl Winter, 1984.