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PREFIXAL WORD FORMATION AS ONE OF THE PRODUCTIVE WAYS OF WORD FORMATION AND ITS PECULIARITIES

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Word formation describes the processes of creating new words in the language. This does not mean, however, that word formation only describes how words are created on the basis of concepts new to us, current speakers of the language. It also does not mean that we cognitively “form” these new words every time we use them. Instead, it investigates past and present means for creating words in languages; that is some of these means may not be in use any longer. For example, the – *ly* in the words *friendly* or *ghostly* is no longer used to create new adjectives. But understanding the way in which the word was formed anew at one point in the past helps us see the relationship with other word. For example, in the word *ghostly* we can see that it was originally derived from the stem *ghost* and the ending – *ly*. Other means are still used frequently in English, such as the ending –*ness* discussed in the Qualification Paper. It is also helpful to know that rules such as the –*ness* rule for creating new words are called productive because we can produce new linguistic forms with them at present [1;32].

The ways in which new words are formed, and the factors, which govern their acceptance into the language, are generally taken very much for granted by the average speaker. To understand a word, it is not necessary to know how it is constructed, whether it is simple or complex, that is, whether or not it can be broken down into two or more constituents. We are able to use a word, which is new to us when we find out what object or notion it denotes.

Some words, of course, are more “transparent” than others. For example, in the words *unfathomable* and *indescribable* we recognize the familiar pattern of negative prefix +transitive word+ adjective-forming suffix on which many words of similar form are constructed. Knowing the pattern, we can easily guess their meanings – “can not be fathomed” and “can not be described”- although we are not surprised to find other similar-looking words, for instance *unfashionable* and *unfavorable* for which this analysis will not work.

Many linguists agree over the fact that the subject of word-formation has not until recently received very much attention from descriptive grammarians of English, or from scholars working in the field of General linguistics. As a collection of different processes (compounding, affixation, conversion, backformation, etc.) about which, as a group, it is difficult to make general statements [4;223].

As a subject of study, word-formation is that branch of Lexicology which studies the patterns on which a language, in this case the English language, builds new words [2;136]. It is self-evident that word-formation can deal only with words which are analyzable both structurally and semantically. The study of the simple word has no place in it. Therefore, **writer**, **displease**, **atom-free**, etc. are relevant to word-formation, but **to write**, **to please**, **atom**, **free** are not. Like any other linguistic phenomenon word-formation may be studied from two angles-synchronically and diachronically. It is necessary to distinguish between these two approaches, for synchronically the linguist investigates the present-day system of the types of word-formation while diachronically he is concerned with the history of word building. To illustrate the difference of approach we shall consider affixation. Synchronically a derived word is structurally and semantically more complex than a simple one, while diachronically it was formed from some other word. On the synchronic plane a derived word is regarded as having a more complex structure than its correlated simple word, regardless of the fact whether it was derived from a simple a stem or not. While analysing and describing word-formation synchronically it isn’t enough to extract the relevant structural elements

from a word, describe its structure in terms of word-formation; it is absolutely necessary to determine position of the constituents within the structural system of the language as a whole. Productivity of a derivative type therefore cannot be overlooked in the description. Some of the ways of forming words in present day English can be resorted to for the creation of new words whenever occasion demands – these are called productive ways of forming words; other ways of forming words cannot be now produce new words, and these are commonly termed non-productive or unproductive. For instance, affixation has been a productive way of forming words ever since the Old English period. The available linguistic literature on the subject cites various types and ways of forming words and they are described here. A very common way to form words is affixation. Affixation means that a bound morpheme is attached to a free morpheme, or stem. There are three places where the bound morpheme can go: before, after, or in the middle of the stem. The affixes that go before the stem are called prefixes (from Latin *pre* meaning *before*). The ones that go after the stem are referred to as suffixes (from Latin *sub* meaning *under*). And the affixes that go in the middle are labeled infixes. Examples for pre- and suffixes are plentiful in English. For example, such words as *unhappy*, *unlock*, *preexist* and *doubtful*, *lockable*, or *lovely* for pre- and suffixes respectively. We also want to stress that the combination of several affixes in a row does not make the affixes closer to the stem infixes. For example, the ending *-ist* in *realistic* is not an infix but a suffix.

Affixation is generally defined as the formation of words by adding derivational affixes to different types of bases. Derived words formed by affixation may be the result of one or several applications of word formation rule and thus the stems of words making up a word cluster enter into derivational relations of different degrees [3;54]. The zero degree of derivation is ascribed to simple words, i.e. words whose stem is homonymous with a word form and often with a root-morpheme (e.g. *atom*, *haste*, *devote*, *anxious*, *horror* etc.). Derived words formed by two consecutive stages of coining possess the second degree of derivation (e.g. *atomically*, *hastily*, *devotional*, etc.) and so forth.

In conformity with the division of derivational affixes into suffixes and prefixes affixation is subdivided into suffixation and prefixation. Distinction is naturally made between prefixal and suffixal derivatives according to the last stage of derivation, which determines the nature of the derived word with its motivating source unit, e.g. *unjust* (*un*+*just*), *justify* (*just*+*-ify*), *arrangement* (*arrange* + *-ment*), *non-smoker* (*non* + *smoker*). Words like *reappearance*, *unreasonable*, *denationalize*, are often qualified as prefixal-suffixal derivatives. R.S Ginzburg insists that this classification is relevant only in terms of the constituent morphemes such words are made up of, i.e. from the angle of morphemic analysis. From the point of view of derivational analysis, such words are mostly either suffixal or prefixal derivatives, e.g. *sub-atomic* = *sub-* + (*atom*+ *-ic*), *unreasonable* = *un-* + (*reason*+ *-able*), *denationalize* = *de-* + (*national*+ *-ize*), *discouragement*= (*dis* - + *courage*) + *-ment*.

A careful study of a great many suffixal and prefixal derivatives has revealed essential differences between them. In modern English, suffixation is mostly characteristic of noun and adjective formation, while prefixation is mostly typical of verb formation. The distinction also rests on the role different types of meaning play in the semantic structure of the suffix and the prefix. The part of the speech meaning has a much greater significance in suffixes as compared to prefixes which possess it in a lesser degree. Due to it, a prefix may be confined to one part of speech as, for example, *enslave*, *engage*, *unbutton* or may function in more than one part of speech as *over* – *in* *overkind*, *overfeed*, *overestimation*. Unlike prefixes, suffixes as a rule function in any one part of speech often forming a derived stem of a different part of speech as compared with that of the base, e.g. *careless* – *care*; *suitable* – *suit*, etc. Furthermore, it is necessary to point out that a suffix closely knit together with a base forms a fusion retaining less of its independence than a prefix which is as a general rule more independent semantically, e.g. *reading* – ‘the act of one who reads’; ‘ability to read’; and *to re* – *red* – ‘to red again’.

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THE ROLE OF PHRASEOLOGICAL UNITS IN TEACHING ENGLISH

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Phraseological units, which include idiomatic expressions, collocations, and fixed phrases, play a crucial role in the process of language learning. They are essential for achieving fluency and native-like proficiency in a language, as they contribute to the development of communicative competence. This article will discuss the importance of phraseological units in language learning, exploring their role in enhancing fluency, facilitating language acquisition, and overcoming challenges faced by learners and teachers.

Learning English is widespread in our country. At the present stage of society's development, the strategic goal of teaching foreign languages is the formation and development of the learner's linguistic personality, that is, the main task of a foreign language teacher is to teach students to communicate in a foreign language. However, we cannot achieve this goal without turning to the study of the features of the studied language, one of which is phraseological units. In any language, there are expressions in which the individual words forming this expression lose their original meaning. The general meaning of such an expression does not consist of the meanings of individual words.

A representative of the French school of linguistics S. Balli formulated the concept of Phraseological units for the first time. He called the Phraseological Units as 'combinations that have firmly entered to the language' [3;380].

Phraseological units, also known as collocations or idiomatic expressions, are groups of words that are frequently used together and carry a specific meaning. They can include idioms, phrasal verbs, fixed expressions, and proverbs. These units are integral to the English language, as they often cannot be broken down into their individual meanings without losing the intended message. By incorporating phraseological units into language learning, educators can help students develop a more comprehensive understanding of the language and improve their overall communication skills. Every culture, literate person, a student who wants to be fluent in the language, should use regular expressions in the tongue [1;24]

By taking into consideration the degree of idiomaticity phraseological units are classified into three groups such as phraseological fusions, phraseological unities and phraseological collocations. [2;125]

The Importance of Phraseological Units in Language Learning:

1. Enhances fluency: One of the key benefits of incorporating phraseological units into language learning is the improvement of fluency. By teaching and using such units, learners can quickly acquire the necessary vocabulary and grammar structures required for effective communication. This enables them to express themselves more naturally and efficiently, reducing the cognitive load associated with formulating sentences from scratch. Familiarity with phraseological units allows learners to express themselves more fluently and accurately, as they can use these expressions in their speaking and writing without having to construct them from scratch [4;121].

2. Improves understanding: By learning and understanding phraseological units, students can better comprehend spoken and written English, as these units are frequently used in natural conversations and texts.

3. Develops cultural awareness: Phraseological units often carry cultural connotations, which can help learners gain insights into English-speaking cultures and improve their intercultural communication skills. Reading foreign literature enriches students' vocabulary, expands knowledge of phraseological units and set expressions. The use of foreign literature would increase the efficiency