THE MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN

Andijan State University

THE FACULTY OF FOREIGN LANGUAGES

Review

THE THEME: *"The analysis of types of word formation in Old English".*

Prepared by: *305 group student Nargiza Kamilova.*

Checked by:

Andijan-2014

PLAN

THE INTRODUCTION

In the XXI century Uzbekistan became more developing country in several areas such as economy, politics and education. Surely we can be proud of the model of reforming the educational system and experience of its implementation developed in Uzbekistan is being discussed with contribution of outstanding academics and experts, heads and representatives of world-renowned education institutions and eminent international organizations. By the word of our President I.A. Karimov "Today in the world without understanding of security and stability it is difficult to appreciate peace of world" In such an environment, we are witnessing a global shift in the balance of power with the rise of powers such as China, India and Russia. Cultural, economical, political relations demand to be intercultural competent person and to learn foreign languages. In order to follow those measures we can use the National Program for Training of Specialists.

To begin by outlining the education reforms program adopted sixteen years ago and dubbed the National Program for Training of Specialists stands as an inseparable and integral

part of our country's "Uzbek model" of economic and political reforms based on gradual and evolutionary principle of building a new society in the country.

According to the statistical information of two years ago, 35 percent of Uzbekistan's population is children under 16, more than 60 percent are the youths under 30, the role and significance of these reforms becomes clear and obvious. According to the program, we have introduced a 12-year universal compulsory and free education in Uzbekistan on the scheme 9+3. The fundamental characteristic of the model being built in our country is that following the nine years of study in a general school, during the ensuing three years young people attend specialized professional colleges and academic lyceums where each of them, along side with the general disciplines, obtains vocational training on 2-3 professions in demand in the labor market. After graduating academic lyceums pupils may continue their study at universities or institutions, usually they are prepared to high education. On the other hand graduators of vocational colleges may work in their specialties or they also may continue their study. Government separates huge fund and allots credits for working as a businessman, also takes care of their business's process. In comfortable and peaceful life people live happily, use their abilities and door of opportunities are opened.

We imply that every newly created family in Uzbekistan can support their future. It is important that young women have a certain profession, with their own views and their firm position in life.

In linguistics, word formation is the creation of a new word. Word formation is sometimes contrasted with semantic change, which is a change in a single word's meaning. The line between word formation and semantic change is sometimes a bit blurry; what one person views as a new use of an old word, another person might view as a new word derived from an old one and identical to it in form; *see* Conversion linguistics. Word formation can also be contrasted with the formation of idiomatic expressions, though sometimes words can form from multi-word phrases; *see* Compound linguistics and Incorporation linguistics.

In OE there existed a system of word-formation of a complexity similar to that of Mod E. One of the most striking examples of the potentials of OE word-formation was the ability of a single root to appear in an abundant store of simple, derived and compound words. It is not always possible for the present-day linguist to assess correctly the productivity of OE word-building means. The subject area is the language. It is difficult to distinguish processes which were active from those that had ceased to be productive but whose products were still in use. Due to the scarcity of written evidence sometimes we cannot say whether the word

was in common use or it was created by the author of a certain text for one occasion — these kinds of words "said once" are termed "hapax legomena". OE employed two ways of word-formation: derivation and word- composition. The objective of the research is to find out the word-formation in Old English period. The relevance of that topic is in its history of the development of the language. 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.

SECTION I WORD STRUCTURE

The OE vocabulary was almost purely Germanic; except for a small number of borrowings, it consisted of native words inherited from PG or formed from native roots and affixes.

Native words

Native OE words can be subdivided into a number of etymological layers from different historical periods. The three main layers in the native OE words are:

a) common IE words;

b) common Germanic words;

c) specifically OE words.

Words belonging to the common IE layer constitute the oldest part of the OE vocabulary. Among these words we find names of some natural phenomena, plants and animals, agricultural terms, names of parts of the human body, terms of kinship, etc.; this layer includes personal and demonstrative pronouns and most numerals. Verbs belonging to this layer denote the basic activities of man; adjectives indicate the most essential qualities.

The common Germanic layer includes words which are shared by most Germanic languages, but do not occur outside the group. Being specifically Germanic, these words constitute an important distinctive mark of the Germanic languages at the lexical level. This layer is certainly smaller than the layer of common IE words. Semantically these words are connected with nature, with the sea and everyday life.

The third etymological layer of native words can be defined as specifically OE, that is words which do not occur in other Germanic or non-Germanic languages. These words are few, if we include here only the words whose roots have not been found outside English: OE clipian 'call',

OE brid (NE bird) and several others. However, they are far more numerous if we include in this layer OE compounds and derived words formed from Germanic roots in England, e.g. OE wīfman or wimman (NE woman) consists of two roots which occurred as separate words in other OG languages, but formed a compound only in OE.

Foreign elements in the OE vocabulary

Although borrowed words constituted only a small portion of the OE vocabulary – all in all about six hundred words, - they are of great interest for linguistic and historical study. OE borrowings come from two sources: Celtic and Latin.

Borrowings from Celtic

There are very few Celtic loan-words in the OE vocabulary, for there must have been little intermixture between the Germanic settlers and the Celtic in Britain. Though in some parts of the island the Celts population was not exterminated during the WG invasion, linguistic evidence of Celtic influence is meager. Abundant borrowing from Celtic is to be found only in place-names. The OE kingdoms Kent, Deira and Bernicia derive their names from the names of Celtic tribes. The name of York, the Downs and perhaps London have been traced to Celtic sources. Various Celtic designations of 'river' and 'water' were understood by the Germanic invaders as proper names: Ouse, Esk, Exe, Avon; Thames, Stour, Dover also come from Celtic. Many place-names with Celtic elements are hybrids; the Celtic component, combined with a Latin or a Germanic component, makes a compound place-name, e.g.: Celtic plus Latin: Man-chester, Win-chester, Lan-caster; Celtic plus Germanic: York-shire, Corn-wall, Devon-shire, Canter-bury.

Latin influence on the OE vocabulary

Latin words entered the English language at different stages of OE history. Chronologically they can be devided into several layers.

The earliest layer comprises words which the WG tribes brought from the continent when they came to settle in Britain. Contact with the Roman civilization began a long time before the Anglo-Saxon invasion. Early OE borrowings from Latin indicate the new things and concepts which the Teutons had learnt from the Romans. They pertain to war, trade, agriculture, building and home life. Among the Latin loan-words adopted in Britain were some place-names made of Latin and Germanic components, e.g. Portsmouth, Greenport, Greenwich. The next period of Latin influence on the OE vocabulary began with the introduction of Christianity in the late 6th c. and lasted to the end of OE. Numerous Latin words which found their way into the English language during these five hundred years clearly fall into two main groups:

1) words pertaining to religion

2) words connected with learning.

The Latin impact on the OE vocabulary was not restricted to borrowing of words. There were also other aspects of influence. The most important of them is the appearance of the so-called "translation-loans" – words and phrases created on the pattern of Latin words as their literal

translations. The earliest instances of translation-loans are names of the days of the week found not only in OE but also in other Old Germanic languages. OE Mōnan-dæʒ (Monday) 'day of the moon', L Lunae dies.

The bulk of the OE vocabulary were native words. In the course of the OE period the vocabulary grew; it was mainly replenished from native sources, by means of word-formation.

According to their morphological structure OE words (like modern words) fell into three main types:

a) simple words ("root-words") or words with a simple stem, containing a root-morpheme and no derivational affixes, e.g. *land, sin3an, 3ōd* (NE *land, sing, good);*

b) derived words consisting of one root-morpheme and one or more affixes,

e.g. *be-3innan, weorþ -un3, un-scyld-i3, 3e-met-in3* (NE *begin, worthiness, innocent, meeting).*

c) compound words, whose stems were made up of more than one root-morpheme, e.g. *mann-cynn, norþe-weard, fēower-tīene, weall-3eat, scir-3e-refa (NE* mankind, northward, fourteen, wall gate, sheriff).[1: 174]

In Late Proto-Germanic the morphological structure of the word was simplified. By the age of writing many derived words had lost their stem-forming suffixes and had turned into simple words. The loss of stem-suffixes as means of word derivation stimulated the growth of other means of word-formation, especially the growth of suffixation.

SECTION II. WAYS OF WORD-FORMATION

In OE there existed a system of word-formation of a complexity similar to that of Mod E. One of the most striking examples of the potentials of OE word-formation was the ability of a single root to appear in an abundant store of simple, derived and compound words. For instance, OE *mōd* (NE *mood)* yielded about fifty words: derived words, such as *mōdi3, 3emōded, ofermōd* ('proud', 'disposed', 'arrogance'), compound words *mōd-caru, mōd-lēof, mōd-3eþōht, 3lædmōdnis* ('care', 'beloved', 'thought', 'kindness'). Scores of words contained the roots of OE dæ*3, 3*ōd, *monn, weorþ, lon3* (NE *day, good, man, worthy long).* Many derivational affixes appear to have been very productive as they occurred in numerous words: *wiþ-* a prefix in more than fifty words, *ofer-* in over a hundred words.

It is not always possible for the present-day linguist to assess correctly the productivity of OE word-building means. It is difficult to distinguish processes which were active from those that had ceased to be productive but whose products were still in use. Due to the scarcity of written evidence sometimes we cannot say whether the word was in common use or it was created by the author of a certain text for one occasion — these kinds of words "said once" are termed "hapax legomena".

OE employed two ways of word-formation: derivation and word- composition

Word-Derivation

Derived words in OE were built with the help of affixes: prefixes and suffixes; in addition to these principal means of derivation, words were distinguished with the help of sound interchanges and word stress.

Sound Interchanges

Sound interchanges in the roots of related words were frequent, and nevertheless they were used merely as an additional feature which helped to distinguish between words built from the same root. Sound interchanges were never used alone; they were combined with suffixation as the main word-building means and in many cases arose as a result of suffixation.

Genetically, sound interchanges went back to various sources and periods.

The earliest source of root-vowel interchanges employed in OE word-building was ablaut or vowel gradation, inherited from PG and IE.

Vowel gradation was used in OE as a distinctive feature between verbs and nouns and also between verbs derived from a single root. The gradation series were similar to those employed in the strong verbs:

rīdan *v* — rād *n* [i:~a:] (like Class 1 of strong verbs), NE *ride, raid*

sin*3*an **v** — son*3* **n** [i~a] (like Class 3 of strong verbs), NE *sing, song*

sprecan **v** — sprǣce **n** [e~ æ:] (see Class 5 of strong verbs)

beran **v** — bǣre **v** — the same; NE *speak, speech, bear, bearer.*

In the following pairs both words are verbs; the weak verbs given in the second column are derived from the strong verbs with the vowel grade of the Past sg:

findan — *Past sg* fand — fandian, NE *find, 'find out'*

sittan — ***Past sg*** sæt — settan, NE ***sit, set***

drincan — ***Past sg*** dranc — drencan, NE *drink, drench.*

Many vowel interchanges arose due to palatal mutation; the element [i/j] in the derivational suffix caused the mutation of the root- vowel; the same root without the suffix retained the original non-mutated vowel, e.g.:

a)   nouns and verbs: *dōm — dēmon* from the earlier *dōmjan* (NE doom- deem);*fōd -fēdan* (NE *food- feed), bōt - bētan* and also *('remedy', 'improve', NE* better)

b)   adjectives and verbs: *full— fyllan* (NE *full — fill); hāl — hǣlan* ('healthy' — *heal*)

c)   nouns and adjectives: *long— len3þu* (NE *long, length), stron3 — stren3þu* (NE *strong — strength); brād — brǣdþu* (NE *broad — brǣdth);* the nouns were originally derived with the help of the suffix *-in,* which was later replaced by *-þu.*

Vowel interchanges could also go back to Early OE breaking, or to several phonetic changes, including breaking. Cf. *beran — beam* (NE *bear,* 'child', dial, *barn) —* breaking has modified the vowel [æ] which developed from the Germanic [a] by splitting; the original vowel interchange [e~a] is a case of ablaut.

The use of consonant interchanges as a distinctive feature in word-building was far more restricted than the use of vowels. Like most vowel interchanges consonant interchanges arose due to phonetic changes: Verner's Law, rhotacism, hardening of [δ] and the Early OE splitting of velar consonants (see relevant paragraphs). Cf. the following pairs:

rīsan — rǣran (NE *rise, rear) — Verner's Law+rhotacism*

dēa þ) — dēad (NE *death, dead) — Verner's Lam-\-hardening*

talu—tellan (NE *tale, tell)—gemination of consonants*

sprǣc [k'] — sprecan [k] (NE *speech—speak) — splitting of velar consonants.*

Word stress

The role of word accentuation in OE word-building was not great. Like sound interchanges, the shifting of word stress helped to differentiate between some parts of speech being used together with other means. The verb had unaccented prefixes while the corresponding nouns had stressed prefixes, so that the position of stress served as an additional distinctive feature between them.

Prefixation

Prefixation was a productive way of building new words in OE. Genetically, some OE prefixes go back to IE prototypes, e.g. OE un-, a negative prefix (the element –n- is found in negative prefixes in many IE languages, R *не, ни*). Many more prefixes sprang in PG and OE from prepositions and adverbs, e.g. *mis-, be-, ofer-*. Some of these prepositions and adverbs continued to be used as independent words as well.

Genetically, some OE prefixes go back to IE prototypes, e.g. OE un-, a negative prefix. Many more prefixes sprang in PG and OE from prepositions and adverbs, e.g. mis-, be-, ofer-. Prefixes were widely used with verbs but were far less productive with other parts of speech. The most frequent and probably the most productive OE prefixes were: ā-, be-, for-, fore-, зe-, ofer-, un-. The prefix modified the lexical meaning of the word, usually without changing its reference to a part of speech, e.g. spēdiз – unspēdiз. Some prefixes, both verbal and nominal, gave a more special sense to the word and changed its meaning very considerably, e.g.: weorðan – for-weorðan v, forwyrð n (become, perish, destruction). Some prefixes had a very weak of general meaning bordering on grammatical, e.g. зe-, the commonest verb orefix, conveyed the meaning of result or completion and was therefore often used as a marker of the Past Participle – sittan -зe-sett.

Prefixes were widely used with verbs but were far less productive with other parts of speech. We can cite long lists of verbs derived from a single root with the help of different prefixes:

зān – 'go'	faran – 'travel'
ā-*зān- 'go away'*	ā- faran – 'travel'
be-зān – 'go round'	tō-faran - 'disperse'
fore-зān - 'precede'	for-faran - 'intercept'
ofer-зān - 'traverse'	for þ -faran — 'die'
зe-зān - 'go', 'go away'	зe – faran – ' attact'

The most frequent, and probably the most productive, OE prefixes were: ā-, *be-, for-, fore-,*зe-, *ofer-, un-*. Of these only un- was common with nouns and adjectives, the rest were mainly verb prefixes.

The prefix modified the lexical meaning of the word, usually without changing its reference to a part of speech: *зe -boren — unзeboren* (adjectivised participle; NE *born — unborn);* siþ — *for-siþ* n 'journey', 'death'; *dǣd - undeǣd* n NE *deed* 'crime'; *īeþelīce—un-īeþelice* adv 'easily', with difficulty', *spēdiз — unspēdiз* adj 'rich', 'poor'.

Some prefixes, both verbal and nominal, gave a more special sense to the word and changed its meaning very considerably: e.g. *3ytan — on-3yian* (NE *get),* 'perceive', *weorðan — forweorðan* v, forwyrð n 'become', 'perish', 'destruction', *bū3an— be bū3an* (NE *bow),* 'surround'.

A distinct semantic group was constituted by negative prefixes *un-,* mis-, *wan-, or-* (the two latter were nominal prefixes only), e.g.: *hāl — unhāt* or *wān-hal* 'healthy', 'unhealthy', *wīsdōm — unwīsdōm* (NE *wisdom),* 'folly'; *līcian — mislīcian* (NE *like),* 'displease', *limpan* or *3elimpan - mislimpan* 'happen' — 'go wrong', *sor3— orsor3* adj (NE *sorrow),* 'unconcerned, careless'.

Some prefixes had a very weak or general meaning bordering on grammatical,

e.g.: *3*e -, the commonest verb prefix, conveyed the meaning of result or completion and was therefore often used as a marker of the Past Participle — *sitian — 3e-sett, stelan — 3estolen* (NE sit, *steal). 3e-* and *a-* changed the aspective meaning of the verb and turned it from durative into perfective or terminative without affecting its lexical meaning as in *feran — 3eferan* 'go — reach', *drincan — 3edrincan* 'drink — drink off', *winnan — 3ewinnan* 'fight — win",

sendan- āsendan 'send — send off'. With some verbs the meaning of the prefix was so weak and vague that there was practically no difference between the verb with the prefix and without it, e.g.: *ābīdan — bīdan* 'await', *swerian — āsuverian* 'swear'. With other verbs the same prefix could bring about a shift of meaning, e.g.: *sittan — 3e-sittan* 'sit — occupy'.

Suffixation

Suffixation was by far the most productive means of word derivation in OE. Suffixes not only modified the lexical meaning of the word but could refer it to another part of speech. Suffixes were mostly applied in forming nouns and adjectives, seldom – in forming verbs. Etymologically OE suffixes can be traced to several sources: old stem-suffixes, which had lost their productivity, but could still be distinguished in some words as dead or non-productive suffixes; derivational suffixes proper inherited from PIE and PG; new suffixes which developed from root-morphemes in Late PG and OE in the course of morphological simplification of the word. The old stem-suffixes cannot be regarded as means of derivation in OE. Their application in word derivation can be best shown in reconstructed, pre-written forms of weak verbs. Weak verbs of Class I were originally derived from nominal or verbal roots with the help of the stem-forming suffix –i/j-, e.g. tæl-i-an, mōt-i-an, OE tellan, mētan – from the roots of OE talu, 3e-mot; verbs of Class II were formed with the help of the most productive stem-suffix -ō-, or -ōj-, e.g.: hop-ō-jan, luf-ō-jan, OE hopian, lufian from corresponding nouns hopa, lufu. Suffixes are usually classified according to the part of speech which they can form. In OE there were two large groups of suffixes: suffixes of nouns and suffixes of adjectives.

Etymologically OE suffixes can be traced to several sources: old stem- suffixes, which had lost their productivity, but could still be distinguished in some words as dead or non-productive suffixes; derivational suffixes proper inherited from PIE and PG; new suffixes which developed from root-morphemes in Late PG and OE in the course of morphological simplification of the word.

The old stem-suffixes cannot be regarded as means of derivation in OE. They must have been productive at earlier stages of history, probably in PG, and had left their traces in the morphological classes of nouns, verbs and adjectives. Their application in word derivation can be best shown in reconstructed, pre-written forms of weak verbs. Weak verbs of Class I were originally derived from nominal or verbal roots with the help of the stem-forming suffix –*i/j*, e.g. *tæl-i-an, mōt-i-an,* OE *tellan, mētan* — from the roots of OE *talu, 3e-mot;* verbs of Class II were formed with the help of the most productive stem- suffix **-ō-,** or -ōj-, e.g.: hop-ō-jan, luf-ō-jan, OE *hopian, lufian* from corresponding nouns *hopa, lufu* (NE *tell, meet, hope, love).*

The productivity of *-ōj-* in verb derivation is confirmed by the fact that Class II was the most numerous of all classes; verbs of this class continued to be formed in Early OE.

Most stem-suffixes had been lost by the age of writing; the surviving suffixes were dead or non-productive, e.g. *-t* in OE *meaht* (NE *might).*

Suffixes are usually classified according to the part of speech which they can form. In OE there were two large groups of suffixes: suffixes of nouns and suffixes of adjectives. Noun suffixes are divided into suffixes of "agent nouns" ("nomina agentis") and those of abstract nouns.

Among the suffixes of "agent nouns" there were some dead, unproductive suffixes: *-a,* as in the Masc. a-stem *hunta* (NE *hunter), -end,* originally the suffix of the Present Participle, e.g. OE *frēond, fiend, hǣlend* (NE *friend, fiend,* 'saviour'), *-end* in word-building was later replaced by -*ere,* a suffix of IE descent, whose productivity grew after the adoption of numerous Latin words with the same suffix, e.g. *scōlere, sutere* (NE scholar, 'shoemaker'). OE agent nouns in *-ere* were derived from nouns and verbs: *bōcere, fiscere, leornere, bæcere*, etc. (NE 'scribe', *fisher, learner, baker).*

The nouns in *-ere* were Masc.; the corresponding suffix of Fem. nouns *-estre* was less common: *bæcestre, spinnestre* ('female baker*, 'female spinner'). The suffix -in*3* was used to build patronymics and to show the descent of a person, e.g.: *Aeþelwulfin3* 'son of *Aeþelwul,Centln3* 'a man coming from Kent', *cynin3* 'head of clan or tribe' — OE *cynn* 'clan'.

Among suffixes of abstract nouns there were some survivals of old stem-suffixes and numerous later formations: the stem-suffix *-t* in *meaht, slht* or *sihþ* (NE *might, sight)* was dead; -þ reinforced by the addition of a vowel, was more alive: alongside - þu the element -þ- appears in

-oþ, -aþ,-aþ, e.g. þīefþ (NE *theft*), huntoþ, fiscaþ, 3eo3uþ ('hunting', 'fishing', 'youth'). Some nouns in - þu had a mutated root-vowel, probably a trace of the earlier suffix *-in,* which caused the palatal mutation and was displaced by - þ cf., e.g. brād adj — brædu, brædþu (NE *broad, breadth); lan3 — len3þu* (NE *long—length)', stron3 — stren3þu* (NE *strong, strength).* Another productive suffix which formed abstract nouns from adjective stems was *–nes/-nis:* beorhtnes (NE *brightness}, blindnis -*(NE *blindness),* unrihtwīsnes 'injustice', *druncennis* (from Part. II *druncen).*

Another productive suffix, *-ung/-ing,* was used to build abstract nouns from verbs (especially weak verbs), e.g. *bodian — bodung* ('preach, preaching'), *earnian — earnung* (NE *earn, earning),* witnian — wilnung ('desire' v, n).

A most important feature of OE suffixation is the growth of new suffixes from root-morphemes. The second components of compound words turned into suffixes and the words were accordingly transformed from compound to derived. To this group belong OE *-dōm, -hād, -lāc, -scipe, -ræden.* As compared with the same morphemes used as roots, the suffixes had a different — usually a more general — meaning. Thus, OE *dom* as a noun meant 'judgement, choice', 'honour', while as a second affixal component it lost this lexical meaning to a varying extent, e.g.: *frēodōm* 'free choice', 'freedom' (NE *freedom), wīsdōm* 'wise judgement' (NE *wisdom), crīstendōm.* 'Christianity', *lǣcedōm* 'medicine'. Likewise OE *hād* 'title' yielded words like *cīldhād* (NE *childhood); the noun *lāc* 'gift' became a suffix in OE *wedlāc* (NE 'wedlock').

As long as the morpheme was used as the root of an independent word, the ties between the root and the new affix were still felt, and the transition into a suffix was not complete as was the case with *-dōm, -hād* and *-lāc.* If the word went out of use, the new affix was no longer associated with a root-morpheme and became an ordinary suffix. Thus •*scipe* occurred only as a component part of abstract nouns — *frēond- scipe* (NE *friendship), 3ebēorscipe* 'feast', *hǣ þenscipe* 'heathenism'. The growth of new suffixes from root-morphemes made up for the decline of the old system of stem-suffixes.

In the derivation of adjectives we find suffixes proper such as **-**i*3,* -isc, *-ede, -sum, -en* (from the earlier *-in)* and a group of morphemes of intermediate nature — between root and affix — like the noun suffixes described above. The suffixes with the element *–i-*that is *-isc, -i3* and *-en (-in)* were often, though not always, accompanied by mutation. Adjectives were usually derived from nouns, rarely from verb stems or other adjectives. The most productive suffixes were *-i3,* and *-isc:* mōdi*3* 'proud' (from *mōd,* NE *mood),* hālis (NE *holy),* bysi3 (NE *busy); mennisc* 'human' (from *man* with the root-vowel [a]), *En3lisc, Denisc* (NE *English, Danish).* Examples with other suffixes are: *lan3sam* Masting' (from *lan3,* NE *long);* hōcede 'curved, hooked' (from *hōc,* NE *hook)*

12

The productive adjective suffix *-lic* originated from the noun *lie* 'body', but had evidently lost all semantic ties with the latter. It could derive adjectives from nouns and other adjectives: *sceandlic* 'disgraceful' (from *sceand* 'disgrace'), *woruldllc* 'worldly' (from *worutd,* NE *world), scearplic* 'sharp' (from the adjective *scearp), dēadtic* (NE *deadly), frēondlic* (NE *friendly),* etc.

By adding another suffix *-e* the adjective was turned into an adverb: *frēondlic — frēondlice* 'friendly, in a friendly manner', *wundorlic* 'wonderful'— *wundoriice* 'wondrously'; also: *heard* adj—*hearde* adv (NE *hard), lan3* adj — *lan3e* adv (NE *long).* The use of *-e* after *-lic* was very common; thus *-lice* became a frequentcomponent of adverbs and began to be applied as a suffix of adverbs, even if they were not derived from adjectives in *- lic,* e.g.: *rot* 'glad' adj — *rotlice* adv 'cheerfully', *innweard* 'deep' adj — *inriweardlice* adv 'deeply' (NE *inward)* [14: 161]

The ties of the other new adjective suffixes with corresponding roots are more transparent: OE *full* was an adjective which yielded derived adjectives (or compounds) being attached to other stems, mostly those oi abstract nouns: *weorðfull* 'illustrious' (lit. "full of worth"), *carfull* (NE *careful), synnfu.ll* (NE *sinful).* The adjective *lēas* 'deprived, bereft of employed as a suffix retained its meaning: *sāwoilēas* 'lifeless, deprived of soul', *hlāfordlēas* 'without a lord', *siæplēas* (NE *sleepless).*

Verb suffixes were few and non-productive. They can be illustrated by *-s* in *clǣnsian,* a verb derived from the adjective *clǣne* (NE *clean)* and *-l c* in *nēalæcan.* 'come near, approach' and *æfenlæcan,* an impersonal verb meaning 'the approach of evening' .

Word-Composition

Word composition was a hignly productive way of developing the vocabulary in OE. This method of word-formation was common to all IE languages but in none of the groups has it become as widespread as in Germanic. An abundance of compound words, from poetic metaphors to scientific terms, are found in OE texts.

As in other OG languages, word-co m position in OE was more productive in nominal parts of speech than in verbs.

Compounds in OG languages are usually divided into two types: morphological or primary compounds and syntactic or secondary. Morphological compounds—which must have besn the earlier type — were formed by combining two stems, with or without a linking element, e, g.: OE *mid-niht* and *midd-e-niht* (NE *midnight).* Syntactic compounds were a later development; they reproduced the pattern of a syntactic group, usually an attributive phrase consisting of a noun in the Gen. case and a head noun: OE *Sunnan-dæ3—Surinan* — Gen. sg of *sunne* (Fem. n-stem); *dæ3* — the head word, 'Sun's day' (NE *Sunday)-, Enzlatand* 'land of the Angles' (NE

13

England) — *En3la* Gin. pi of *En3le; Oxena-fard* –'oxen's ford' (NE *Oxford).* The distinction between the two types can help to determine the origin oi the linking element, which may be a remnant of the stem-suffix in a morphological compound or a grammatical inflection — in a syntactical compound. In OE, however, syntactical compounds are rare and the linking vowels in morphological compounds are either reduced and generalised under *-e* or lacking.

Compound nouns contained various first components — stems of nouns, adjectives and verbs; their second components were nouns. The pattern "noun plus noun" was probably the most productive type of all: OE *hēafod-mann* 'leader' (lit. "head-man"), *mann-cynn* (NE *mankind),* *hēafod-weard* 'leader' (*weard* 'guard'), *stān-bryc3* (NE *stone bridge),* *3imm-stān* (NE *gem,* lit. "gem stone"), *bōc-cræft* 'literature' (lit. "book craft"), *lē þ-cræft, son3-cræft* 'poetry' (lit. "song craft, art of singing"), *eorþ-crseft* 'geography' (OE *eorþe,* NE *earth).*

Among compound nouns there were some syntactical compounds: OE *witena-3emōt* 'assembly of Elders', *dæ3es-ēa3e* 'day's eye'

Compound nouns with adjective-sterns as the first components were less productive, e.g. *wid-sæ* 'ocean' (lit. "wide sea"), *cwic-seolfor* (NE *quicksilver), 3ōd-dæd* (lit. "good deed")- Compound nouns with.verb and adverb-stems were rare; *bæc-hūs* 'baking house', *inn -3an3* 'entrance'.

Compound adjectives were formed by joining a noun-stem to an adjective: *dōm-3eorn* (lit. 'eager for glory'), *mōd-ceari3* 'sorrowful'. The following adjectives are compounded of two adjective stems: *wid- cūp* 'widely known', *fela-mōdi3* 'very brave'.

The most peculiar pattern of compound adjectives was the so-called "bahuvrihi type" — adjective plus noun-stem as the second component of an adjective. This type is exemplified by *mild-heort* 'merciful', *stip- mōd* 'brave', *ān-ēa3e* 'one-eyed'; soon, however, the second component acquired an adjective suffix *-ede,* thus combining two methods of word- formation: composition and suffixation; cf. *ān-ēa3e* lit. "one eye" and *ān-hyrnede* 'one-horned, with one horn'.

The remarkable capacity of OE for derivation and word- composition is manifested in numerous words formed with the help of several methods: *un-wīs-dōm* 'folly' — *un*— negative prefix, *wis* — adjective-stem (NE *wise), dōm* — noun-stem turning into a suffix; þ*ēaw- fæst-nes* 'discipline' — þ*ēaw* n 'custom', *fæst* adj 'firm' (NE *fast), -nes* — suffix.

OE employed two ways of word-formation: derivation and word- composition. Derived words in OE were built with the help of affixes: prefixes and suffixes; in addition to these principal means of derivation, words were distinguished with the help of sound interchanges and word stress. Word composition was a hignly productive way of developing the vocabulary in OE. This method of word-formation was common to all IE

14

languages but in none of the groups has it become as widespread as in Germanic. An abundance of compound words, from poetic metaphors to scientific terms, are found in OE texts.

THE CONCLUSION

In the system of education great importance is to teach pupils not merely liberal arts and vocational skills, but also required learning of foreign languages, for this is critical for them to maintain pro-active communication with their counterparts abroad, get extensive knowledge of everything that is going on around the globe, and command the august world of intellectual treasure. In this year on December10 the president of the Republic of Uzbekistan declared a new decree for learning foreign languages especially English. It consists of several points such as, in all areas of country starting from the academic years 2013-2014 foreign languages especially English is taught from form 1, lessons should be orally and pupils learn English by games. Then from the form 2 they begin to learning to read and grammar step by step. In higher education some special subjects, as technical and international specializations are aimed to be taught in English. All teaching materials in educational institutions require being renewed due to of the modern teaching and learning standards.

More than 1,500 professional colleges and academic lyceums have been built. Fact that their architectural design and technical facilities are hardly inferior to any of the best higher education institutions. The advanced teaching and laboratory utensils, computer and production facilities available in the colleges allow the students not only to get a full scope of knowledge on general subjects, but also master the cutting-edge equipment and technologies.

In Uzbekistan, we have set up the successfully functioning branches of the leading educational institutions of Europe and Asia with a high international repute and deep historical roots, including Westminster University, Management and Development Institute of Singapore, Turin Polytechnic University, Russian University of Oil and Gas, Moscow State University, Russian University of Economics. Bachelor's and master's majors in mechanical engineering, oil and gas business, information technologies, economics and business management, finance management, commercial law are taught in these higher educational institutions, and their graduates receive diplomas acknowledged across the globe.

While creating new words the English language, as I have mentioned above, principally resorted to its own, internal means: word derivation, primarily affixation and vowel interchange, and word composition. The vocabulary was changing all the time, old words becoming extinct and new words entering the language, enriching it. Derived words in OE were built with the help of affixes: prefixes and suffixes; in addition to these principal means of derivation, words were distinguished with the help of sound interchanges and word stress. Word composition was a highly productive way of developing the vocabulary in OE. This method of word-formation was common to all IE languages but in none of the groups has it become as widespread as in Germanic. An abundance of compound words, from poetic metaphors to scientific terms, are found in OE texts. Suffixation was by far the most productive means of word derivation in OE. Suffixes not only modified the lexical meaning of the word but could refer it to another part of speech. Suffixes were mostly applied in forming nouns and adjectives, seldom — in forming verbs. Prefixation was a productive way of building new words in OE. Genetically, some OE prefixes go back to IE prototypes, e.g. OE un-, a negative prefix (the element –n- is found in negative prefixes in many IE languages, R *не, ни).* Many more prefixes sprang in PG and OE from prepositions and adverbs, e.g. *mis-, be-, ofer-.* Some of these prepositions and adverbs continued to be used as independent words as well.

THE BIBLIOGRAPHY

1. Р.В. Резник, Т.А. Сорокина, И.В. Резник /A HISTORY OF THE ENGLISH LANGUAGE /- Москва., Издательство "Флинта", Издательство "Наука"- 2001, 469 ст. 174 -182.

2. Т. А.Расторгуева/ История английского языка./- Москва., Издательство "АТС" – 2003, 352 ст. 131-147.

3. В.Д. Аракин./ История английского языка./ учебное посибие, 2-е издание, - Москва., Издательство "ФИЗМАКЛИТ" – 2003, 271 ст. 98-107

4. И.Иванова, Л. Чахоян, Т.Беляева./ История английского языка/ - Санкт-Петербург. Издательство «Лань» - 1999, 311 ст. 394 - 420.

5. Бруннер К. История английского языка. М., Т. 1. 1955. 230 ст. 150-170

6. Тихонова А.П. Краткая история английского языка Учебное пособие. - Майкоп: Изд-во АГУ, 2009. - 132 с. 100- 143

7. Ильиш Б. А. История английского языка./ - М,: Высшая школа, 1968. - 420с. 350-378

8. Кушнерева А.М., Баяртуева Е.П. История английского языка./ Улан-Удэ: Издательство Бурятского госуниверситета. – 2007 г. – 457 с. 111-127

9. Москалёва Е.В. Краткий курс лекций по лексикологии английского языка для студентов неязыковых вузов./ Мичуринск: Изд-во МичГАУ, 2007. - 74 с. – 46-57

10. Антрушина Г.Б., Афанасьева О.В., Морозова Н.Н. Лексикология английского языка:Учеб. пособие для студентов./-3-е изд., стереотип.-М.: Дрофа, 2001. – 240 ст.173-175

11. Internet sourses: google.com
   twirpx.com
   referat.uz
   ADU.uz
   ziyo.net