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ENGLISH LEXICOLOGY DEPARTMENT

Referat

**“DIFFERENT FORMS OF ADDRESSING IN THE ENGLISH
LANGUAGE”**

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Introduction

There is no doubt that the future of the country whose youth are intelligent and well-educated is great and bright. Knowing the exact meaning of these words, from the very beginning of our independence day our president tried to develop and improve educational system, make great facilities and give opportunities to the young generation. Especially, many concerns were done, attempts were made in the sphere of learning and teaching foreign languages. Taking good and recent examples, 18.75 and 19.71 president decrees were profoundly momentous in this branch.

Signed by the President of the Republic of Uzbekistan – Islam Karimov on December 10, 2012, 18.75 decree is “On measures to further improvement of foreign language learning system”. It is written that according to the Law of the Republic of Uzbekistan “On education” and the National Program for Training in the country, a comprehensive foreign languages’ teaching system, directed to creating amicable developed, highly educated, modern – thinking young generation, further integration of the country to the world community, has been formed. Since the independence years, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped with language laboratories. According to the decree, beginning from 2013-2014 school year foreign languages, mainly English considering the growth of the demand to this language, step by step throughout the country will be taught from the first year of schooling in the form of lesson-games and speaking games, continuing to learning the alphabet, reading and spelling in the second year. In order to improve teaching standards in distant rural areas, the higher educational institutions are allowed targeted admission of people living in distant areas to foreign language programs on the condition that they will oblige themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also

envisages 30 % salary increase for foreign language teachers in rural areas, 15% increase for those in other areas. After the presidential decree 18.75 about Enhancement of learning foreign Languages was adapted this bachelor work focuses on a methodological field, namely on the techniques and basic principles of teaching Common Grammar, as nowadays acquiring language by means of using real life, authentic materials is decisive owing to its effectiveness.

Chapter I.Lexicology and its branches

1.1 Lexicology as a branch of linguistics

Lexicology is a branch of linguistics, the science of language. The term Lexicology is composed of two Greek morphemes: **lexis** meaning ‘word, phrase’ (hence **lexicos** ‘having to do with words’) and **logos** which denotes ‘learning, a department of knowledge’. Thus, the literal meaning of the term Lexicology is ‘the science of the word’. The literal meaning, however, gives only a general notion of the aims and the subject-matter of this branch of linguistic science, since all its other branches also take account of words in one way or another approaching them from different angles. Phonetics, for instance, investigating the phonetic structure of language, i.e. its system of phonemes and intonation patterns, is concerned with the study of the outer sound form of the word. Grammar, which is inseparably bound up with Lexicology, is the study of the grammatical structure of language.¹ It is concerned with the various means of expressing grammatical relations between words and with the patterns after which words are combined into word-groups and sentences.

Lexicology as a branch of linguistics has its own aims and methods of scientific research, its basic task being a study and systematic description of vocabulary in respect to its origin, development and current use. Lexicology is concerned with words, variable word-groups, phraseological units, and with morphemes which make up words.

Distinction is naturally made between General Lexicology and Special Lexicology. General Lexicology is part of General Linguistics; it is concerned with the study of vocabulary irrespective of the specific features of any particular language. Special Lexicology is the Lexicology of a particular language (e.g. English, Russian, etc.), i.e. the study and description of its vocabulary and vocabulary units, primarily words as the main units of language. Needless to say that every Special Lexicology is based on the principles worked out and laid down by General Lexicology, a general theory of vocabulary.

There is also a close relationship between Lexicology and Stylistics or, to be more exact, *L i n g u o - S t y l i s t i c s* (Linguistic Stylistics). *Linguo-Stylistics* is concerned with the study of the nature, functions and structure of stylistic devices, on the one hand, and with the investigation of each style of language, on the other, i.e. with its aim, its structure, its characteristic features and the effect it produces as well as its interrelation with the other styles of language.

There are two principal approaches in linguistic science to the study of language material, namely the synchronic (*Gr.* **syn** — ‘together, with’ and **chronos** — ‘time’) and the diachronic (*Gr.* **dia** — ‘through’) approach. With regard to Special Lexicology the synchronic approach is concerned with the vocabulary of a language as it exists at a given time, for instance, at the present time. It is special *Descriptive Lexicology* that deals with the vocabulary and vocabulary units of a particular language at a certain time. A Course in Modern English Lexicology is therefore a course in Special Descriptive Lexicology, its object of study being the English vocabulary as it exists at the present time².

The diachronic approach in terms of Special Lexicology deals with the changes and the development of vocabulary in the course of time. It is special *Historical Lexicology* that deals with the evolution of the vocabulary units of a language as time goes by. An English Historical Lexicology would be concerned, therefore, with the origin of English vocabulary units, their change and development, the

linguistic and extra linguistic factors modifying their structure, meaning and usage within the history of the English language.

It should be emphatically stressed that the distinction between the synchronic and the diachronic study is merely a difference of approach separating for the purposes of investigation what in real language is inseparable. The two approaches should not be contrasted, or set one against the other; in fact, they are intrinsically interconnected and interdependent: every linguistic structure and system actually exists in a state of constant development so that the synchronic state of a language system is a result of a long process of linguistic evolution, of its historical development. A good example illustrating both the distinction between the two approaches and their interconnection is furnished by the words to beg and beggar.

Synchronically, the words to beg and beggar are related as a simple and a derived word, the noun beggar being the derived member of the pair, for the derivative correlation between the two is the same as in the case of to sing — singer, to teach — teacher, etc. When we approach the problem diachronically, however, we learn that the noun beggar was borrowed from Old French and only presumed to have been derived from a shorter word, namely the verb to beg, as in the English language agent nouns are commonly derived from verbs with the help of the agent suffix **-er**.

Closely connected with Historical Lexicology is Contrastive and Comparative Lexicology whose aims are to study the correlation between the vocabularies of two or more languages, and find out the correspondences between the vocabulary units of the languages under comparison³. Needless to say, one can hardly overestimate the importance of Contrastive Lexicology as well as of Comparative Linguistics in general for the purpose of class-room teaching of foreign languages. Of primary importance in this respect is the comparison of the foreign language with the mother tongue.

³ See the works by V.V. Vinogradov, N.N. Amosova, E. Nida and many others

1.2. Specific features of formal and informal styles of the English language

The word is a unit of speech which serves the purpose of human communication. The modern approach to word studies is based on distinguishing between the external and internal structures of the word. By external structure of the word we mean its morphological structure. For example, post-im-press|ion|ist|s the following morphemes can be distinguished; the prefixes post- and im-, the root –press-, the noun-forming suffixes –ion, -ist and grammatical suffix of plurality –s. The internal structure of the word or its meaning is the word's semantic structure. It is the words main aspect.

Then words may belong to formal or informal speech.

Informal words are divided into 3 types: colloquial, slang, dialect words.

The Oxford English dictionary defines slang as “language of highly colloquial style considered as below the level of standard educated speech and consisting either of new words or current words employed in some special sense”.

The scientists define a dialect as a variety of a language which prevails in a district with local peculiarities of vocabulary and pronunciation.

Formal style is restricted to formal situations. Formal words fall into 2 main groups: words associated with professional communications and so-called learned words which are mainly associated with the printed page.

Archaic [ɑ:ˈkeɪɪk]; *archaism* [ˈɑ:keɪ,ɪzəm]

Archaic words and obsolete words stand close to the learned words because they also associate with printed page. This words are partly or fully out of circulation (e.g. thou, thy, aye, nay).

Historicisms are the words denoting objects and phenomena that are the things of the past and no longer exist.

Professional terminology are words that belong to special scientific professional or trade terminological systems.

Basic vocabulary words are stylistically neutral. Their stylistic neutrality makes it possible to use them in all kinds of situation both formal and informal.

Just as there is formal and informal dress, so there is formal and informal speech. One is not supposed to turn up at a ministerial reception or at a scientific symposium wearing a pair of brightly coloured pyjamas. (Jeans are scarcely suitable for such occasions either, though this may be a matter of opinion.)

Consequently, the social context in which the communication is taking place determines both the mode of dress and the modes of speech. When placed in different situations, people instinctively choose different kinds of words and structures to express their thoughts. The suitability or unsuitability of a word for each particular situation depends on its stylistic characteristics or, in other words, on the functional style it represents⁴. The term functional style is generally accepted in modern linguistics. Professor I. V. Arnold defines it as "a system of expressive means peculiar to a specific sphere of communication". By the sphere of communication we mean the circumstances attending the process of speech in each particular case: professional communication, a lecture, an informal talk, a formal letter, an intimate letter, a speech in court, etc.

All these circumstances or situations can be roughly classified into two types: formal (a lecture, a speech in court, an official letter, professional communication) and informal (an informal talk, an intimate letter)

Accordingly, functional styles are classified into two groups, with further subdivisions depending on different situations.

Informal Style

Informal vocabulary is used in one's immediate circle: family, relatives or friends. One uses informal words when at home or when feeling at home.

Informal style is relaxed, free and easy, familiar and unpretentious. But it should be pointed out that the informal talk of well-educated people considerably differs from that of the illiterate or the semi-educated; the choice of words with adults is different from the vocabulary of teenagers; people living in the provinces use certain regional words and expressions. Consequently, the choice of words is determined in each particular case not only by an informal (or formal) situation,

but also by the speaker's educational and cultural back-ground, age group, and his occupational and regional characteristics⁵.

Informal words and word-groups are traditionally divided into three types: colloquial, slang and dialect words and word-groups.

Chapter II Different forms of addressing in the English Language

2.1 Forms of Addressing people in English Language.

When addressing people in English we usually call our friends by their first name, for example, *John* or *Mary*. If we are speaking to someone whom we know less well, we use **Mr./ Mrs./ Miss** followed by the surname.

Mister, Missus, Miss alone without surname are sometimes used but are **not polite**, although *Miss* is generally accepted as a form of address to a women-teacher by primary school children.

Other forms of address are:

Sir – used to a man who is clearly older and/or more senior than oneself. It is also used:

1. by shop assistants, waiters, etc. to their male customers;
2. by schoolchildren to men-teachers;
3. as a polite form of address to a stranger, even if not older or more senior.

However, this is not common in Britain, where the usual way of addressing a stranger (either a man or women) is *Excuse me, please*. In America *sir* is more common in this situations;

4. in the armed forces, to an (superior) officer;
5. As a title (for knights and baronets), followed by the first name, for example, *Sir William*.

Madam – used by shop assistants, waiters, etc. to their female customers. Except for this type of situation, however, *madam* is less widely used than *sir* is. It is *not* used when addressing women-teachers (here *Mrs./ Miss* with surname is used), nor

⁵ Lyons, John. Language and Linguistics: an Introduction. Cambridge, 1981

when addressing an older or more senior woman⁶. It is only rarely used to address a stranger, "Excuse me, please" being the usual form.

Doctor– used alone only to medical practitioners. When addressing a person with the degree of Doctor of Philosophy or Doctor of Science, for example, the surname is always included, for example, *Dr. Brown*.

Professor – used either with or without the surname, depending on how formal or informal one wishes to be. (Simply *Professor* is more formal.)

General/ Colonel/ Captain, etc. – also used with or without the surname.

Ladies and Gentlemen – to an audience

Mr. /Madam Chairman – to the chairman of a meeting

Waiter/ waitress/ porter/ nurse/ etc. – to people in certain occupations. However, this usage is now becoming rare, at least as regards *Waiter/ waitress and Porter*. Instead people simply try to catch the waiter's eye, for example, or say *Excuse me, (please)*.

Officer – to a policeman. If one knows his rank, one may also address him as, for example, *Constable or Inspector*. In practice, however, most people approaching a policeman for information or help use *Excuse me, (please)*, without any form of address.

Note: Commercial and administrative titles such as director and manager are never used as form of address.

Less common forms of address

Your Majesty – to a king or queen

Your Highness– to a prince or duke

Your Lordship- to a lord (peer) or a High Court judge

Your Honor- to a magistrate (Justice of the Peace)

Forms of address within the family

Small children address their parents as **Mammy and Daddy**. When they are older (about 10 – 11) they often change to **Mum and Dad**. As adults, they usually

continue to use these forms, although some people (mainly members of the upper and middle classes) use the formal **Mother and Father**.

Conclusion

As we know Lexicology is the science of linguistics which deals with the vocabulary of the language, it also studies the forms of address. English learners often feel confused about how to address people properly. Many feel uncomfortable asking the question, "What should I call you?" Even native English people find this question awkward. For example, many women don't know how to address their boyfriend's mother. On the other hand, some parents don't know what to call their children's teacher.

Note that:

for Mr. we say "Mister"

for Mrs. we say "Misses"

for Miss we say "Miss"

for Ms. we say "Mizz"

Why is "What should I call you?" such a difficult question to ask? Perhaps it's because you are asking the other person to provide their status or position in the world in relationship to yours. This position may involve age, job, education, religion and even marital status.

Basic vocabulary words are stylistically neutral. Their stylistic neutrality makes it possible to use them in all kinds of situation both formal and informal. Accordingly, functional styles are classified into two groups, with further subdivisions depending on different situations.

Informal vocabulary is used in one's immediate circle: family, relatives or friends. One uses informal words when at home or when feeling at home.

Informal words and word-groups are traditionally divided into three types: colloquial, slang and dialect words and word-groups.

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