

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

THE UZBEK STATE WORLD LANGUAGES UNIVERSITY
ENGLISH FACULTY II
ENGLISH LEXICOLOGY DEPARTMENT

Referat

**“LEXICO – SEMANTIC FEATURES OF ANTONYMS IN MODERN
ENGLISH”**

Written by the student of the 2nd faculty, 308- group

Norqulova Shahnoza

Scientific supervisor:

Senior teacher: Mukhamedova N.A

Tashkent 2016

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 decrees 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. English varieties

1.1 Historical background of the spread of English

The English language evolved from a set of West Germanic dialects spoken by the Angles and Saxons, who arrived from the Continent in the 5th century. Those dialects came to be known as *English* (literally "Angles"), the language today referred to as Anglo-Saxon or Old English (the language of the poem *Beowulf*). English is thus more closely related to West Frisian than to any other modern language, although less than a quarter of the vocabulary of Modern English is shared with West Frisian or other West Germanic languages because of extensive borrowings from Norse, Norman, Latin, and other languages. It was during the Viking invasions of the Anglo-Saxon period that Old English was influenced by contact with Norse, a group of North Germanic dialects spoken by the Vikings, who came to control a large region in the North of England known as the Dane law. Vocabulary items entering English from Norse (including the pronouns *she*, *they*, and *them*) are thus attributable to the on-again-off-again Viking occupation of Northern England during the centuries prior to the Norman Conquest. Soon after the Norman Conquest of 1066, the *English* language ceased being a literary language and was replaced by Anglo-Norman as the written language of England. During the Norman Period, English absorbed a significant component of French vocabulary (approximately one-third of the vocabulary of Modern English). With this new vocabulary, additional vocabulary borrowed from Latin (with Greek, another approximately one-third of Modern English vocabulary, though some borrowings from Latin and Greek date from later periods), a

simplified grammar, and use of the orthographic conventions of French instead of Old English orthography, the language became Middle English (the language of Chaucer). The "difficulty" of English as a written language thus began in the High Middle Ages, when French orthographic conventions were used to spell a language whose original, more suitable orthography had been forgotten after centuries of nonuse. During the late medieval period, King Henry V of England (lived 1387-1422) ordered the use of the English of his day in proceedings before him and before the government bureaucracies. That led to the development of Chancery English, a standardized form used in the government bureaucracy. (The use of so-called Law French in English courts continued through the Renaissance, however.)

The emergence of English as a language of Wales results from the incorporation of Wales into England and also dates from approximately this time period. Soon afterward, the development of printing by Caxton and others accelerated the development of a standardized form of English. Following a change in vowel pronunciation that marks the transition of English from the medieval to the Renaissance period, the language of the Chancery and Caxton became Early Modern English (the language of Shakespeare's day) and with relatively moderate changes eventually developed into the English language of today. Scots, as spoken in the lowlands and along the east coast of Scotland, developed independently from Modern English and is based on the Northern dialects of Anglo-Saxon, particularly Northumbrian, which also serve as the basis of Northern English dialects such as those of Yorkshire and Newcastle upon Tyne. North Umbria was within the Dane law and therefore experienced greater influence from Norse than did the Southern dialects. As the political influence of London grew, the Chancery version of the language developed into a written standard across Great Britain, further progressing in the modern period as Scotland became united with England as a result of the Acts of Union of 1707.¹

There have been two introductions of English to Ireland; a medieval

introduction that led to the development of the now-extinct Yolo dialect and a modern introduction in which Hibernian English largely replaced Irish as the most widely spoken language during the 19th century, following the Act of Union of 1800. Received Pronunciation (RP) is generally viewed as a 19th century development and is not reflected in North American English dialects, which are based on 18th Century English.²

The establishment of the first permanent English-speaking colony in North America in 1607 was a major step towards the globalization of the language. British English was only partially standardized when the American colonies were established. Isolated from each other by the Atlantic Ocean, the dialects in England and the colonies began evolving independently.

In the 19th century, the standardization of British English was more settled than it had been in the previous century, and this relatively well-established English was brought to Africa, Asia and Oceania. It developed both as the language of English-speaking settlers from Britain and Ireland, and as the administrative language imposed on speakers of other languages in the various parts of the British Empire. The first form can be seen in New Zealand English, and the latter in Indian English. In Europe English received a more central role particularly since 1919, when the Treaty of Versailles was composed not only in French, the common language of diplomacy at the time, but also in English.

The English-speaking regions of Canada and the Caribbean are caught between historical connections with the UK and the Commonwealth, and geographical and economic connections with the U.S. In some things, and more formally, they tend to follow British standards, whereas in others they follow the U.S. standard. Language English British accent

1.2 British English

There are slight regional variations in formal written English in the United Kingdom. Nevertheless, there is a meaningful degree of uniformity in *written*

English within the United Kingdom, and this could be described as "British English". The forms of *spoken* English, however, vary considerably more than in most other areas of the world where English is spoken and a uniform concept of "British English" is therefore more difficult to apply to the spoken language. According to Tom McArthur in the *Oxford Guide to World English* [5; 45], "for many people...especially in England the phrase *British English* is tautologies," and it shares "all the ambiguities and tensions in the word *British*, and as a result can be used and interpreted in two ways, more broadly or more narrowly, within a range of blurring and ambiguity".

The form of English most commonly associated with the upper class in the southern counties of England is called Received Pronunciation (RP). It derives from a mixture of the Midland and Southern dialects which were spoken in London in the early modern period and is frequently used as a model for teaching English to foreign learners. Although speakers from elsewhere in England may not speak with an RP accent it is now a class-dialect more than a local dialect. It may also be referred to as "the Queen's (or King's) English", "Public School English", or "BBC English" as this was originally the form of English used on radio and television, although a wider variety of accents can be heard these days. About two percent of Britons speak RP, and it has evolved quite markedly over the last 40 years.

In the South East there are significantly different accents; the London Cockney accent is strikingly different from RP and its rhyming slang can be difficult for outsiders to understand. In the South Eastern county of Surrey, where RP is prevalent, closer to London it approaches Cockney, further south it becomes more rural, and this continues through Sussex and Hampshire where the accents and language are even more rustic [6; 117]. In fact the accents and dialect of the south coast can range from the classic South Eastern RP through rustic and gradually to a West Country accent as one passes through Kent, Sussex, Hampshire, Dorset, Devon and finally into Cornwall, where the Celtic language of Cornish is also spoken by some people. The Cornish language had a considerable influence on the traditional Cornish accent and dialect, which is still evident today

among older Cornish people, for example saying "I do go" for "I go".

Estuary English has been gaining prominence in recent decades: it has some features of RP and some of Cockney. In London itself, the broad local accent is still changing, partly influenced by Caribbean speech. Communities migrating to the UK in recent decades have brought many more languages to the country. Surveys started in 1979 by the Inner London Education Authority discovered over 100 languages being spoken domestically by the families of the inner city's school children. As a result, Londoners speak with a mixture of accents, depending on ethnicity, neighborhood, class, age, upbringing, and sundry other factors [7; 45].

Since the mass immigration to Northampton shire in the 1940s and its close accent borders, it has become a source of various accent developments. There, nowadays, one finds an accent known locally as the Kettering accent, which is a mixture of many different local accents, including East Midlands, East Anglian, Scottish, and Cockney. In addition, in the town of Corby, five miles (8 km) north, one can find Curbside, which unlike the Kettering accent, is largely based on Scottish. This is due to the influx of Scottish steelworkers.

Although some of the stronger regional accents may sometimes be difficult for some Anglophones from outside Britain to understand, almost all "British English" accents are mutually intelligible amongst the British themselves, with only occasional difficulty between very diverse accents [8; 219]. However, modern communications and mass media have reduced these differences significantly. A small number of British films have been dubbed when released in America as Americans struggle to understand certain dialects (e.g. *Kes* in the Yorkshire dialect, *Trainspotting* in the Edinburgh dialect).

In addition, most British people can to some degree temporarily 'swing' their accent towards a more neutral form of English at will, to reduce difficulty where very different accents are involved, or when speaking to foreigners. This phenomenon is known in linguistics as *code shifting*.³

1.3 American English

Written American English is fairly standardized across the country. However, there is some variation in the spoken language. There are several recognizable regional variations (such as that spoken in New York and New Jersey), particularly in pronunciation, but also in slang vocabulary [9;24].

Most traditional sources cite Standard Midwestern American English as the unofficial standard accent and dialect of American English. However, many linguists claim California English has become the de facto standard since the 1960s or 1970s due to its central role in the American entertainment industry; others argue that the entertainment industry, despite being in California, uses Midwestern.

African-American colloquial English (sometimes called Ebonics) contains many distinctive forms.

Regional dialects in North America are most strongly differentiated along the eastern seaboard. The distinctive speech of important cultural centers like Boston, Massachusetts, Philadelphia, Pennsylvania, Charleston, South Carolina, and New Orleans, Louisiana imposed their marks on the surrounding areas. The Potomac River generally divides a group of Northern coastal dialects from the beginning of Southern coastal dialects [10; 75]. A distinctive speech pattern was also generated by the separation of Canada from the United States, centered on the Great Lakes region.

In the interior, the situation is very different. West of the Appalachian Mountains begins the large river of what is generally called "Midland" speech. This is divided into two general subdivisions, the north Midlands that begins north of the Ohio River valley area; and the south Midlands speech. The North Midlands speech continues to expand westward until it becomes the closely related speech of California [11; 16]. This is the "standard Midwestern" speech that is generally considered free from regional marking in the United States of America.

The southern Midlands dialect follows the Ohio River in a generally southwesterly direction, moves across Arkansas and Oklahoma west of the Mississippi, and peters out in western Texas. This is the dialect associated with

truck drivers on the CB radio and country music. It is a version of the Midlands speech that has assimilated some coastal Southern forms, most noticeably the loss of the diphthong /aj/, which becomes /a:/, and the second person plural pronoun "you-all" or "y'all". Unlike coastal Southern, however, southern Midlands is a rhotic dialect, pronouncing /r/ wherever it has historically occurred [12; 158].

The sounds of American speech can be identified with a number of public figures. President John F. Kennedy spoke the Northeastern coastal dialect associated with Boston, while President Jimmy Carter spoke with a Southern coastal dialect. The North Midlands speech is familiar to those who have heard Neil Armstrong and John Glenn, while the South Midlands speech was the speech of President Lyndon Baines Johnson.

American English has always shown a marked tendency to use nouns as verbs. Examples of verbed nouns are *interview*, *advocate*, *vacuum*, *lobby*, *pressure*, *rear-end*, *transition*, *feature*, *profile*, *belly-ache*, *spearhead*, *skyrocket*, *showcase*, *service* (as a car), *corner*, *torch*, *exit* (as in "exit the lobby"), *factor* (in mathematics), *gun* ("shoot"), *author* (which disappeared in English around 1630 and was revived in the United States three centuries later) and, out of American material, *proposition*, *graft* (bribery), *bad-mouth*, *vacation*, *major*, *backpack*, *backtrack*, *intern*, *ticket* (traffic violations), *hassle*, *blacktop*, *peer-review*, *dope* and *OD*, and, of course *verbed* as used at the start of this sentence. The saying goes, 'In the United States of America there is no such thing as a noun that can't be "verbed"'.⁴

Compounds coined in the United States are for instance *foothill*, *flatlands*, *badlands*, *landslide* (in all senses), *overview* (the noun), *backdrop*, *teenager*, *brainstorm*, *bandwagon*, *hitchhike*, *smalltime*, *deadbeat*, *frontman*, *lowbrow* and *highbrow*, *hell-bent*, *foolproof*, *nitpick*, *about-face* (later verbed), *upfront* (in all senses), *fixer-upper*, *no-show*; many of these are phrases used as adverbs or (often)

hyphenated attributive adjectives: *non-profit, for-profit, free-for-all, ready-to-wear, catchall, low-down, down-and-out, down and dirty, in-your-face, nip and tuck*; many compound nouns and adjectives are open: *happy hour, fall guy, capital gain, road trip, wheat pit, head start, plea bargain*; some of these are colorful (*empty nester, loan shark, ambulance chaser, buzz saw, ghetto blaster, dust bunny*), others are euphemistic (*differently abled, human resources, physically challenged, affirmative action, correctional facility*).

Conclusion

The English language has been developing during all its history. Today, one may visit almost any country with knowing only two languages - his or her mother tongue and English - and that will be enough for successful interaction. Another question is, whether one knows the accent and peculiarities of that English people in that country use. That is why the problem of the English language varieties exists nowadays.

In Chapter 1 the attention was focused on the usage of English in the countries where it has an official status. We considered English in the United Kingdom, the United States of America, Canada, Australia, and New Zealand. In Chapter 2 we compared British and American English. All the settled aims of our research were achieved.

The hypothesis that "if we could watch English of through its history of development we would be able to foresee its future of the international language" has been approved. We watched the English language development throughout its history and realized the ways of its changes.

In the course of the work the following conclusions were made: despite the influence of other languages and their families, the English language saved its unique structure and individuality, having avoided the possibility to be the source for new languages origin.

Since the English language was given a spread all over the world, it possesses a great influence on other tongues and became a perfect international

language in our present life.

The list of used literature

1. Fromkin, Victoria A. Linguistics: An Introduction To Linguistic Theory.

Padstow, 2001. 733 pages.

2. Rastorguyeva, T.A. History of English. Moscow, 1983.

3. Lounsbury, Thomas Raynesford. History of the English Language. London, 1994.

4. Baugh, Albert Croll , Cable, Thomas. A History of the English Language. Routledge, 2002. 464 pages.

5. McArthur, Tom. Oxford Guide to World English. Oxford University Press, USA, 528 pages.