



CHANGES OF MEANING OF WORDS.

Teshaboyeva Nafisa Zubaydulla qizi

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:

nafisateshaboyeva@gmail.com

Yakubova Nigina Jumaniyozovna

Student of group 401-22 group:

niginayakubova19@gmail.com

<https://doi.org/10.5281/zenodo.10351931>

ARTICLE INFO

Qabul qilindi: 01-December 2023 yil

Ma'qullandi: 04- December 2023 yil

Nashr qilindi: 09- December 2023 yil

KEY WORDS

Back-formation (also called reversion) is a term borrowed from diachronic linguistics. The process is based on analogy. The words beggar, butler, cobbler, or typewriter look very much like agent nouns with the suffix -er/-or, such as actor or painter.

ABSTRACT

This article explores the fascinating process of semantic change, providing examples of words whose meanings have evolved over time. It delves into the various reasons behind these shifts, such as cultural developments, technological advances, and linguistic borrowing. The article also highlights the impact of semantic change on language comprehension and communication. Overall, the piece offers valuable insights into the dynamic nature of language and the ways in which words continually transform in meaning..

Back-formation (also called reversion) is a term borrowed from diachronic linguistics. The process is based on analogy. The words beggar, butler, cobbler, or typewriter look very much like agent nouns with the suffix -er/-or, such as actor or painter. Their last syllable is therefore taken for a suffix and subtracted from the word leaving what is understood as a verbal stem. In this way the verb butle 'to act or serve as a butler' is derived by subtraction of -er from a supposedly verbal stem in the noun butler. Butler (ME buteler, boteler from OFr bouteillier 'bottle bearer') has widened its meaning. Originally it meant 'the man-servant having charge of the wine'. It means at present 'the chief servant of a rich household who is in charge of other servants, receives guests and directs the serving of meals. These examples are sufficient to show how structural changes taking place in back-formation became possible because of semantic changes that preceded them. In the above cases these changes were favoured by contextual environment. The change of meaning resulted in demotivation, and this paved the way for phonic changes, i.e. assimilation, loss of sound and the like, which in their turn led to morphemic alternations that became meaningful. Semantic changes often influence the morphological structure by. Modifying the relations between stems and derivational affixes. Structural changes, in their turn, depend on the combined effect of demotivation and analogy conditioned by

a higher frequency of occurrence of the pattern that serves as model. Provided all other conditions are equal, words following less frequent structural patterns are readily subjected to changes on the analogy of more frequent patterns.

The very high frequency of the pattern verb stem+-er (or its equivalents) is a matter of common knowledge. Nothing more natural therefore than the prominent part this pattern plays in back-formation. Alongside the examples already cited above are *burgle v*<*burglar n*; *cobble v*<*cobbler n*; *sculpt v*<*sculptor n*. This phenomenon is conveniently explained on the basis of proportional lexical oppositions. Teacher = painter = butler Then *x* = butle, and to butle must mean 'to act as butler.

The process of back-formation has only diachronic relevance. For synchronic approach *butler* : : *butle* is equivalent to *painter* : : *paint*, so that the present-day speaker may not feel any difference between these relationships. The fact that *butle* is derived from *butler* through misinterpretation is synchronically of no importance. Some modern examples of back-formation are *lase v* — a verb used about the functioning of the apparatus called *laser*, *escalate* from *escalator* on the analogy of *elevate* — *elevator*. Cf. also the verbs *aggress*, *automate*, *enthuse*, *obsolesce* and *reminisce*.

Back-formation may be also based on the analogy of inflectional forms as testified by the singular nouns *pea* and *cherry*. *Pea* (the plural of which is *peas* and also *pease*) is from ME *pese*<OE *pise*, *peose*<Lat *pisa*, pl. of *pesum*. The ending -s being the most frequent mark of the plural in English, English speakers thought that *sweet peas*€ was a plural and turned the combination *peas*€ *soup* into *pea soup*. *Cherry* is from OFr *cerise*, and the -se was dropped for exactly the same reason. The causes of semantic changes may be grouped under two main headings, linguistic and extralinguistic ones, of these the first group has suffered much greater neglect in the past and it is not surprising therefore that far less is known of it than of the second. Linguistic causes influencing the process of vocabulary adaptation may be of paradigmatic and syntagmatic character; in dealing with them we have to do with the constant interaction and interdependence of vocabulary units in language and speech, such as differentiation between synonyms, changes taking place in connection with ellipsis and with fixed contexts, changes resulting from ambiguity in certain contexts, and some other causes.

Changing the meaning of words can be important for several reasons. Language is constantly evolving, and as society and culture change, the meanings of words can also shift to reflect these changes. This allows language to remain relevant and up-to-date with the needs and values of a given society.

Additionally, changing the meaning of words can help to address issues of inclusivity and diversity. It allows for the acknowledgment and incorporation of different perspectives and experiences, which can help to create a more inclusive and equitable language environment.

Furthermore, altering the meaning of words can be a way to challenge oppressive or discriminatory language and promote more respectful and sensitive communication. It can also be a means to empower marginalized communities and redefine the narrative around certain topics or issues.

Changing of word meanings is important as it allows language to remain relevant, inclusive, and respectful of diverse perspectives, ultimately contributing to a more progressive and equitable society.

In conclusion, the change of meaning of words is a natural and ongoing process that occurs as

language evolves over time. This phenomenon may be influenced by various factors such as cultural shifts, technological advancements, and societal changes. As a result, words can acquire new connotations, or their meanings may be expanded or altered to adapt to the evolving linguistic landscape. It is essential for language users to remain open to these shifts and be mindful of the context in which words are used in order to effectively communicate and understand their intended meaning. Overall, the change of meaning of words reflects the dynamic nature of language and its ability to adapt to the evolving needs and expressions of its users.

References:

1. Арнольд И. В. Лексикология современного английского языка: Учеб. для ин-тов и фак. иностр. яз. — 3-е изд., перераб. и доп. — М.: Высш. шк., 1986. — 295 с., ил. — На англ. яз.
2. Abercrombie, D.; Daniels, Peter T. (2006). "Spelling Reform Proposals: English". In Brown, Keith (ed.). *Encyclopedia of language & linguistics*. Elsevier. pp. 72–75. doi:10.1016/B0-08-044854-2/04878-1. ISBN 978-0-08-044299-0. – via ScienceDirect (Subscription may be required or content may be available in libraries.)
3. Aitken, A. J.; McArthur, Tom, eds. (1979). *Languages of Scotland*. Occasional paper – Association for Scottish Literary Studies; no. 4. Edinburgh: Chambers. ISBN 978-0-550-20261-1.
4. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
5. Katamba, F. (1 January 2006). "Back-Formation". *Encyclopedia of Language & Linguistics (Second Edition)*: 642–645. doi:10.1016/B0-08-044854-2/00108-5. ISBN 9780080448541.
6. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 409-414).
7. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 415-420).
8. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In *СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ* (pp. 82-84).
9. 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>
10. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. *Журнал иностранных языков и лингвистики*, 5(5).
11. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. *Журнал иностранных языков и лингвистики*, 5(5).
12. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "

Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

13. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).

14. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.

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

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

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

18. Ma'ripov J. KORPUS HAQIDA UMUMIY TUSHUNCHA //Центральноазиатский журнал образования и инноваций. – 2023. – Т. 2. – №. 5. – С. 175-178.

19. Ma'ripov J. Antroposentrizm–tilshunoslikning zamonaviy yonalishi sifatida //Инновационные исследования в современном мире: теория и практика. – 2022. – Т. 1. – №. 28. – С. 62-68.

20. Solnyshkina M. I. et al. IMPORTANCE OF SETTING GOALS. SMART GOALS //Новости образования: исследование в XXI веке. – 2023. – Т. 1. – №. 11. – С. 318-320.

21. Ma'ripov D. Psychological value of the novels by agatha christie //Информатика и инженерные технологии. – 2023. – Т. 1. – №. 2. – С. 630-632.

INNOVATIVE
ACADEMY