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## PHONETIC AND GRAMMATICAL ASSIMILATION OF BORROWED WORDS

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### **Annotatsiya**

*Ushbu maqolada ingliz tilida mavjud bo'lgan olinma so'zlarning fonetik, grammatik va leksik assimilyatsiyaga uchrashi va ularga misollar keltirilgan.*

**Kalit so'zlar:** *qarzlar, chet el kelib chiqishi, assimilyatsiya, morfologik, leksik, grammatik.*

### **Abstract**

*This article presents examples of phonetic, grammatical and lexical assimilation of loanwords in the English language.*

**Keywords:** *borrowings, foreign origin, assimilation, morphological, lexical, grammatical*

It is now our task to see what changes borrowings have undergone in the English language and how they have adapted themselves to its peculiarities.

All the changes that borrowed elements undergo may be divided into two large groups.

On the one hand there are changes specific of borrowed words only. These changes aim at adapting words of foreign origin to the norms of the borrowing language,

e. g. the constant combinations [p n], [p s], [t p t] in the words "pneumatics", "psychology", "ptolomey" of Greek origin were simplified into [n], [s], [t], since the consonant combinations [p s], [pt], [p n] very frequent at the end of English words (as in "sleeps", "stopped") were never used in the initial position.

It is very important to discriminate between the two processes the adaptation of borrowed material to the norms of the language and the development of these words according to the laws of the language. This differentiation is not always easily discernible. In most cases we must resort to historical analysis before we can draw any definite conclusions. There is nothing in the form of the words "procession" and "progression" to show that the former was already used in England in the 11th century, the latter not till the 15th century. The history of these words reveals that the word procession has undergone a number of changes along side with other English words change in declension, accentuation, structure, sounds, whereas the word "progression" underwent some changes by analogy with the word "procession" and other similar words already at the time of its appearance in the language.

Since the process of assimilation of borrowings includes changes in sound-form, morphological structure, grammar characteristics, meaning and usage linguists distinguish phonetic, grammatical and lexical assimilation of borrowings.

Phonetic assimilation, comprising changes in sound-form and stress, is perhaps the most conspicuous. Sounds that were alien to the English language were fitted into its scheme of sounds. For instance, the long [e] and [E] in recent French borrowings, quite strange to English speech, are

rendered with the help of [e i] (as in the words “communiqué”, “chaussee”, “café”) Familiar sounds or sound combinations the position of which was strange to the English language, were replaced by other sounds or sound combinations to make the words conform to the norms of the language, e.g. German spits [spits] was turned into English [spits].

Substitution of native sounds for foreign ones usually takes place in the very act of borrowing. But some words retain their foreign pronunciation for a long time before the unfamiliar sounds are replaced by similar native sounds.

In words that were added to English from foreign sources, especially from French or Latin, the accent was gradually transferred to the first syllable. Thus words like ‘ “honour”, “reason” were accented on the same principle as the native “father”, “mother”.

Usually as soon as words from other languages were introduced into English they lost their former grammatical categories and inflexions and acquired new grammatical categories and paradigms by analogy with other English words.

If a borrowed word loses its former grammatical categories and inflexions and gets new grammatical categories and paradigms by analogy with other English words we say the word is undergone grammatical assimilation. Sometimes the foreign inflexions are fallen off.

E. g. sputnik, sputniks, sputnik's

Lat. consutare (v) English consult.

However there are some words in Modern English that have for centuries retained their foreign inflexions. Thus a considerable group of borrowed nouns, all of them terms or literary words adopted in the 16th century or later, have preserved their original plural inflexion to this day, e. g.

Phenomenon-phenomena

Addendum-addenda

Other borrowings of the same period have two plural forms the native and the foreign, e. g. vacuum-vacua, vacuums, virtuoso-virtuosi, virtuosos.

All borrowings that were composite in structure in their native language appeared in English as indivisible root-words, unless there were already words with the same morphemes in it, e. g. in the word “saunter” the French infinitive inflexion -er is retained, but it has changed its quality, it is preserved in all the other grammatical forms of the word (saunters, suntered, sauntering), which means that it has become part of the stem in English.

It must be borne in mind that when there appears in a language a group of borrowed words built on the same pattern or containing the same morphemes, the morphological structure of the words becomes apparent and in course of time their word-building elements can be employed to form new words.

Sometimes in borrowed words foreign affixes are replaced by those available in the English language, e. g. the inflexion -us in Latin adjectives was replaced in English with the suffixes -ous or -al

Barbarus-barbarous

Botanicus-botanical

Balneus-balneal

Loaning words from another language causes some changes in meaning of the word borrowed.

When a word is taken over into another language its semantic structure as a rule undergoes great changes.

Polysemantic words are usually adopted only in one or two of their meanings.

Thus the word “timbre” that had a number of meanings in French was borrowed into English as a musical term only. The words cargo and cask, highly polysemantic in Spanish were adopted only in one of their meanings- “the goods

carried in a ship”, “a barrel for holding liquids” respectively.



In some cases we can observe specialization of meaning, as in the word *hangar*, denoting a building in which aero planes are kept and revive, which had the meaning of “review” in French and came to denote a kind of theatrical entertainment in English.

In the process of its historical development a borrowing sometimes acquired new meanings that were not to be found in its former semantic structure. For instance, the word *move* in Modern English has developed the meanings of ‘propose’, ‘change one’s flat’, ‘mix with people’ and others that the French *movoir* does not possess. The word *scope*, which originally had the meaning of ‘aim purpose’, now means ‘ability to understand’, ‘the field within which an activity takes place, sphere’, ‘opportunity, freedom of action’. As a rule the development of new meanings takes place 50-100 years after the word is borrowed.

The semantic structure of borrowings changes in other ways as well. Some meanings become more general, others more specialized, etc. For instance, the word “terrorist” that was taken over from French in the meaning of “Jacobin” widened its meaning to ‘one who governs, or opposes a government, by violent means. The word *umbrella*, borrowed in the meaning of a sunshade or *pares* came to denote similar protection from the rain as well.

Usually the primary meaning of a borrowed word was a retained throughout its history, but sometimes it becomes a secondary meaning. Thus the Scandinavian borrowings *wing*, *root*, *take* and many others have retained their primary meanings to the present day.

Sometimes change of meaning is the result of associating borrowed words with familiar words which somewhat resemble them in sound but which are not at all related. This process, which is termed folk etymology, often changes the form of the word in whole or in part, so as to bring it nearer to the word or words with which it is thought to be connected, e. g. the French *sur* (o) under had the meaning of “overflow”. In English *r* (o) under was associated by mistake with *round-думалок* and the verb was interpreted as meaning ‘enclose on all sides, encircle’ *Folle-*etimologization is a slow process; people first attempt to give the foreign borrowing its foreign premonition, but gradually popular use involves a new pronunciation and spelling.

Another phenomenon which must also receive special attention is the formation of derivatives from borrowed words. New derivatives are usually formed with the help of productive affixes, often of Anglo-Saxon origin.

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## **MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING AT HIGHER EDUCATIONAL INSTITUTIONS**

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### **Abstract**

*The article is devoted to the study of the possibilities of using modern pedagogical technologies and their impact on the training of competent specialists in higher education*