



## ON THE QUESTION OF METHODS FOR FORMING NEOLOGISMS IN RUSSIAN LANGUAGE

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### ANNOTATION

*The advent of the 21st century is called the period of neologisms, since the vocabulary of the language is constantly enriched with new words that are closely related to rapid changes in society, social, political, economic and scientific-technical spheres. Recent changes in any area are reflected in the language in the form of the appearance of new lexical units. This article examines the issue of the origin of neologisms in the thematic group "education/pedagogy", determining the methods of their formation, and integrating such words into the vocabulary of the Russian language.*

**KEY WORDS:** *borrowing, neologism, word-formation pair, word formation methods, regular suffixes, productivity.*

### INTRODUCTION

It is well known that language is a "living organism" that actively responds to all changes in all spheres of human life and activity. In this connection, the vocabulary of the language is constantly replenished with new words, which are usually called neologisms.

The theory of word formation shows that new words are either formed within a language, with the help of systemic transformations, or are borrowed from other languages. The purpose of this work is to describe and characterize productive ways of forming neologisms and levels of regularity of word-forming affixes of a certain group of vocabulary - names of processes, phenomena, etc. in education in the 21st century. The sources of language material were printed media and Internet texts.

Issues of the emergence of new words and their systematization are presented in the works of such linguists as A.A. Bragina, M.I. Fomina, L.L. Kasatkin, E.I. Dibrova et al. [2], [3], [5], [10].

M.I. Fomina identifies several groups of words according to their origin. Among them we can distinguish the actual lexical and lexical-semantic groups. In addition, the author divides these groups into general linguistic, usual and individual or contextual speech.

E.I. Dibrova offers a slightly different classification of words according to their source of origin. She identifies linguistic and individual author's neologisms. According to education, these words are divided into lexical and semantic, as well as potentialisms and occasionalisms.

Researcher L.L. Kasatkin examines several types of words according to their origin. He distinguishes the actual lexical, semantic and author's words.

According to the method of formation, neologisms are distinguished between lexical and semantic.

Lexical linguistic neologisms can be formed from borrowed words according to productive word-formation models. Semantic ones appear as a result of the emergence of a new, current meaning of a word.



## RESEARCH METHODS

The methodological basis of the study is a synthesis of several methods and their techniques: the method of continuous sampling was used to select language material; lexicographic analysis was used to check the presence of selected lexemes in Russian language dictionaries; Corpus analysis techniques were used to select texts; a classification method is necessary to systematize the results obtained.

Research results. From the texts of the Uzbek media and the Internet, we identified 20 new words from the thematic group “education/pedagogy”. Under a new word or neologism or neolexeme, we, following L.V. Shalin understands “a new word in form and/or content, which arises during a certain period of language development, becomes widespread, is recognized as a linguistic norm and is perceived in a given period as new by the majority of native speakers” [13, p. 76].

As a result of word-formation analysis, we note that the productive and regular way of forming words of this group is suffixation. In this way, 19 words were formed, which is 95%.

In the process of suffixation, derivatives from the borrowed neolexeme appeared:

– *тьютор* – *тьюторант*, *тьюториал*, *тьюторство*, *тьюторизация*, *тьюторский*, *тьюторить*, *по-тьюторски*;

– *репетитор* – *репетиторство*, *репетиторский*;

– *ментор* – *менторство*;

– *фасилитатор* – *фасилитировать*, *фасилитирование*, *фасилитация*;

– *тест* – *тестор*;

– *бакалавр* – *бакалавриат*,

– *магистр* – *магистратура*;

– *дистанционное образование* – *дистант*, *дистанционка*.

– *удаленный* – *удаленка*.

*Тьюторант* < *тьютор* + *-ант*. The suffix *-ант* has the following word-formation meaning: “participant in a joint action” (ср.: *экскурсант*, *конкурсант*, *дуэлянт* и т.п.) *Тьюторант* – the one with whom the tutor works. For example: «Если тьюторант (обучающийся, реализующий в условиях тьюторского сопровождения» [1].

Word pair *тьютор* – *тьюторант* expanded the corpus of linguistic signs with common semes “teacher” - “student” (teacher - student, teacher - student, etc.);

*Тьюторство* < *тьютор* + *-ств(о)*. Suffix *-ств(о)* indicates “the occupation of a person named with a motivating word” (boss, supremacy, leadership, etc.). Example: «Тьюторство зародилось в старейших университетах, таких, как Кембридж и Оксфорд, которые являются образцом децентрализованного высшего образования, когда студенты обучаются и живут на протяжении всего учебного периода в университетском городке» [16].

Suffix *-ств* is quite productive in Russian word formation; with its help, nouns with different meanings arise. It is in the modern Russian language that the following units are formed in the meaning of occupation (production) with a generalized meaning: *репетиторство* < *репетитор* + *-ств(о)*; *менторство* < *ментор* + *-ств(о)*; *фасилитаторство* < *фасилитатор* + *-ств(о)*; *тренерство* < *тренер* + *-ств(о)*; *координаторство* < *координатор* + *-ств(о)*; *эксперство* < *эксперт* + *-ств(о)*; *волонтерство* < *волонтер* + *-ств(о)*.

Having analyzed the “Explanatory Dictionary of the Russian Language of the Early 21st Century: Current Vocabulary” [9], we found out that all suffix formations, being an innovation of the last decade, are absent in explanatory dictionaries of the Russian language. However, in educational and scientific literature, newspaper and magazine materials and Internet resources, they have been used since 2000 in the following meaning: «practice focused on the construction and implementation of a personal educational strategy that takes into account the personal potential of a person (student), educational and social infrastructure and the objectives of the main activities». Example: «*Менторство* не предполагает, что обучаемый будет осваивать темы по какой-то утверждённой методологии, сдавать экзамены и получать диплом» [14]; «*фасилитаторство* как деятельность у нас только развивается, в то время как за рубежом профессиональное сообщество существует уже с 1989 года» [14].



*Тьюторизация* < *тьютор* + *-изаци(я)*. In the new “Explanatory and word-formative” dictionary of the Russian language, edited by T.F. Efremova, it is noted that nouns with combinations of final letters -atsi(ya) combine in their semantics: “a word-forming unit that stands out in feminine nouns with meanings of process or the result of an action, named words from which the corresponding nouns are derived (деградация, компиляция, организация, эвакуация и т.п.)» [4, с. 178]. Neologism *тьюторизация*, used in modern speech practice in the meaning «внедрение системы тьюторства в образовательное пространство». Example: «Тьюторизация школы как кадровая проблема в свете культурного самоопределения личности» [15]. Neolexeme *тьюторизация*, like a noun тьюторство, absent from modern lexicographical sources;

*Тьюторский* < *тьютор* + *-ск(ий)*. Adjectives with suffix *-ск-* have a general meaning of «relationship, characteristic or typical belonging to what is named by the motivating word: socio-political, ideological and other current, organization, institution, scientific direction, worldview, etc. (вражеский, городской, дружеский, практический, университетский и т.п.)» [4, с. 272]. Hence, тьюторский – это «относящийся к тьютору, свойственный ему». Example: «В Положении о порядке организации тьюторской деятельности в Ташкентском государственном юридическом университете, утвержденном приказом ректора ТГЮУ, указаны основные направления деятельности тьюторов, их права и обязанности, цели и задачи» [17].

*Тьюторить* < *тьютор* + *-и(ть)*. Verbs with suffix *-и-*, formed from nouns, denote actions characteristic of what is named in the original word (*батрачить, рыбачить*). «One of the particular meanings of individual verbs of this type, related to colloquial vocabulary, – «быть кем» (ср.: соседить – «быть соседом», шахтерить – «работать шахтером», шоферить – «работать шофером» и т.п.)» [9, с. 334].

Hence, *тьюторить* means «работать тьютором». Example: «Это подготовка концерта к новому году, вожатство, когда 8-классники загорелись желанием тьюторить пятиклашек» [14]. We believe that the lexeme тьюторить it still has not a colloquial, but a colloquial stylistic connotation.

The productive stem, borrowed from English, is the root morpheme *-зум-* (an application from the name Zoom, where the educational process was implemented). Neologisms of this series include such as *зумиться, зумбиться, отзумиться, зуммер, беззумие* (отсутствие зума или прерывание связи во время конференции). Characterizing verbs with a borrowed root *-зум-*, M.A. Krongauz notes that “the connection with a specific program is weakened, because *зумить, зумиться* is possible not only using the Zoom program. In particular, such verbs as *ксерокопировать (ксерить)* and *зугнуть*, looking away from the name of a specific company». [8, с. 735].

As noted by N.V. Chernikova, «contraction of phrases into one word can also occur with zero suffixation, accompanied by truncation of the stem of the adjective included in the phrase» [12, с. 40]. We have highlighted the noun *дистант*, which is formed in the process of this variety: *истант* < *дистанционное обучение / образование* + нулевой суффикс. As a producing base the word *дистант* the phrase appears *дистанционное обучение* (*дистанционное образование*), used in the meaning of «distance learning»: *дистанционное обучение* – «процесс обучения, протекающий без постоянного прямого контакта между педагогом и субъектом учебной деятельности» [9, с. 76].

Noun *дистант* functions in speech as a colloquial equivalent of an attributive phrase. For example: «Все мы знаем, что во всех школах существуют нужды класса или родительского комитета, куда нужно ежемесячно вносить средства. При дистанте таких затрат нет» [14].

Based on nouns *бакалавр* and *магистр* suffixal derivative nouns were formed *бакалавриат* и *магистратура*. *Бакалавриат* < *бакалавр* («степень, присваиваемая выпускникам высшего учебного заведения по окончании бакалавриата; лицо, имеющее такую степень» [11, с. 102]) + (и)ат. Suffix *-ат* have «words motivated by nouns with the meaning of person and naming a social system, position, institution associated with the person» (*ректорат, деканат, директорат* и т.п.)» [8, с. 194]. Suffixal morpheme *-ат* can be realized in morph *-иат* (*секретариат*), which is present in the word *бакалавриат*.

*Магистратура* < *магистр* (в значении «вторая (после бакалавра) присваиваемая по окончании магистратуры по результатам экзаменов или магистерской работы степень; лицо, носящее такую ученую степень» [9, с. 554]) + (ат)ур(а). Nouns with suffix *-ур(а)* have the meaning of «social system, position, organization, institution



associated with the person named by the motivating word» (ср.: аспирантура, адъюнктура, ординатура и т.п.) [9, с. 196].

Suffix formants *-(u)am*, *-(am)yp(a)* in the morphemic structure of lexical neologisms *бакалавриат*, *магистратура* have one word-formation meaning: «a form of learning associated with a person named by a motivating word».

The adverb is formed in a prefix-suffix way по-тьюторски. *По-тьюторски* – *по-* + *тьюторск(ий)* + *-и*. Adverbs with prefix *но-* and suffix *-и* combine in their meaning the inherent motivating adjective with a suffix *-ск-* the meaning of a feature with the meaning of an adverb as a part of speech (по-дружески, по-хозяйски, по-мужски и т.п.) Example: «Психолог и тьютор детского сада «Рябинушка» Л.М.Верещагина профессионально и «по-тьюторски» сопровождала учащихся в этом познавательном путешествии по саду, познакомив школьников с разными видами предметно-развивающей среды» [14].

Moreover, these word-formation elements are often used in the Russian language together with a word-formation model, which is characteristic of foreign words or elements of this model. This reveals the pattern of introduction of foreign language borrowings into the Russian language and their active assimilation to the borrowed language.

## CONCLUSIONS

An analysis of the methods of formation of neologisms in the thematic group “education/pedagogy” allows us to note that the expansion of the vocabulary of the Russian language follows the laws of internal, linguistic changes, where the initial stage is borrowing, and the subsequent steps are traditional (productive and regular) methods of word formation. One of the most productive ways of forming neologisms is the method of suffixation.

This situation confirms the status of certain methods of modern word formation, which in turn speaks of both the stability and activity of the process of the emergence of new words.

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