

MORPHEMIC STRUCTURE OF LANGUAGE

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Abstract: *This article emphasizes the several features of morphology in a language and presents variety of useful data about it. Some of the studies of other professionals are discussed, analyzed and concluded in the article.*

Key words: *morpheme, morphology, language structure, free morphemes, bound morphemes*

INTRODUCTION

Language is a complex and fascinating system of communication that encompasses various elements, including phonology, morphology, syntax, and semantics. Morphology, in particular, focuses on the structure of words and how they are formed from smaller meaningful units known as morphemes[4] Understanding the morphemic structure of language is essential for gaining insight into how words are constructed and how their meanings can be modified through the addition, deletion, or rearrangement of morphemes. In this paper, we will delve into the intricacies of morphemic analysis, exploring the different types of morphemes and their role in shaping the words we use in everyday communication (Zeige, 2015)Morphemes are the smallest units of meaning in language[5]

Morphology is the study of words and their parts. Morphemes, like prefixes, suffixes and base words, are defined as the smallest meaningful units of meaning. Morphemes are important for phonics in both reading and spelling, as well as in vocabulary and comprehension[3]

Why use morphology

Teaching morphemes unlocks the structures and meanings within words. It is very useful to have a strong awareness of prefixes, suffixes and base words. These are often spelt the same across different words, even when the sound changes, and often have a consistent purpose and/or meaning.

Types of morphemes

Morphemes can be either single words (free morphemes) or parts of words (bound morphemes).

A free morpheme can stand alone as its own word

Ex: Gentle, father, licence, picture, gem

A bound morpheme only occurs as part of a word

Ex: -s as in cat+s,, -ed as in crumb+ed, un- as in un+happy, mis- as in mis-fortune, -er as in teach+er

Discussion

Many scientists around the world learned the language structure and its special peculiarities a lot. For instance, Daoxin Li and Kathrine Schular investigate the learning mechanism that enables speakers to determine which structures are recursive in a given language. Recursion refers to infinite self-embedding of a particular type of linguistic

element or grammatical structure. Many linguists and cognitive scientists agree that the ability for recursion is a crucial part of the language faculty and is universal across languages

However, languages differ regarding the depth, structure, and syntactic domains of recursive structures. Indeed, even within a single language, some structures are more restricted than others. For example, when expressing ownership relation, English allows infinite embedding with the prenominal s-possessive, (1a), whereas the postnominal of-possessive is much more (Daoxin Li, Kathrin D.Schuler, 2023)[1]

Given the cross- and within-linguistic differences in recursive structures, speakers have to learn from language-specific experience in which syntactic domains the ability of recursion can be applied. Thus, what kind of linguistic experience do they use, and how do they make use of it

Other researchers find out that Second language (L2) learners' beliefs about the nature of language learning, specifically language mindsets, is a recent productive line of L2 research. Researchers argue that language mindsets are key factors for language learning success. However, the association between language mindsets and different language learning outcomes is inconsistent in the literature, and its overall effect remains unclear. The copious body of quantitative research instigates the need for a synthetic approach to capture an overall view of how language mindsets relate to several outcome variables (e.g., general language achievement, grammar, pragmatics, reading, speaking, and writing). Thus, the present study used multilevel meta-analysis to examine the overall effectiveness of the association between language mindsets and language learning outcomes and to examine to what extent this overall effectiveness might vary as a function of some moderators (i.e., age, proficiency level, and learning context). Through a systematic search and screening, it is clarified that the weighted average correlation between fixed language mindset and the language learning outcomes was found to be significantly negative but weak in size. In contrast, the association between the growth language mindset and the learning outcomes was significantly positive but relatively moderate in size. These associations did not significantly vary as a function of moderating variables. These findings suggest that a higher level of growth language mindsets and a lower level of fixed mindset are important for learners' success in language learning (Majid Shirvan, Ismael S,Robot, 2024)[2]

Conclusion

In conclusion, the study of the morphemic structure of language provides valuable insights into the fundamental building blocks of words and their meanings. By delving into the intricacies of morphemic analysis, we gain a deeper understanding of how words are formed and how their meanings can be manipulated through the use of morphemes. The classification of morphemes into free and bound categories further enriches our understanding of language structure and the ways in which morphemes combine to create meaningful communication. Overall, an appreciation of morphemic structure enhances our ability to comprehend and analyze the richness and versatility of language.

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