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PARALLEL USAGE OF TIGHTLY BUTTONED FORMS, -LY ADVERBS, AND CORRESPONDING UNMARKED ADVERBS

Annotation. The study aims to investigate and analyze the formation process, orthography, and semantic relationships of paired language formations such as *"newly"*, *"new"*, *"highly"*, *"high"*, *"fully"*, and "full", to understand how they function and how the suffix *"-ly"* influences the semantics and structural characteristics of the words. From the analysis of these language formations, we have noted a notable difference between those in which the first component has been modified with the *"-ly"* suffix and those in which it has not. In the former, the semantic meaning of the two components appears to be more independent, leading to a clearer interpretation of their meaning. However, in language structures where the first component is not marked, we have observed that the above structures lead to the formation of integrated semantic complexes. In these language structures, the two components are interconnected, leading to a unified interpretation that enhances meaning. This suggests that the addition of the -ly suffix has a significant impact on the semantics of these structures.

Keywords: component analysis, concepts, formations, grammatical structures, linked units, linguistic theories, sophisticated.

Introduction

Prepositive words are of great importance in the English language, especially when they are in the form of an adverb and a past participle. However, there is ongoing debate among linguistic scholars as to what category of words prepositional words can best be classified under. For example, some linguistic scholars are of the view that prepositive words can best be classified as complex words because of their complex and interwoven nature. On the other hand, some scholars are of the view that prepositive words can best be classified as collocations, as they are words that often go together and are often recognized as such.

The main purpose of this research is to investigate the concurrent use of adverbs with the suffix *"-ly,"* such as *"quickly"* and *"silently,"* and their adjectives without the suffix, such as *"quick"* and *"silent."*

This research aims to investigate how these words are used in sentences and their effects and importance in sentences. By exploring the examples and contexts in which these adverbs are being used, the research hopes to shed light on the unique contribution that each of these words makes to sentence structure and communication as a whole.

In this case, the term "provisions" refers to a number of specific guidelines, criteria, and theoretical perspectives that are of critical importance to the entire analysis. The provisions include a number of linguistic theories, definitions, and methodological approaches

that are employed to extensively examine the development, writing, and semantic relationships of language structures under analysis.

The formulation of provisions in this research is critical in ensuring that there is a systematic approach to analysis throughout the entire study. This is a critical aspect of ensuring that there is a rigorous analysis of language structures. Moreover, the formulation of provisions is critical in ensuring that there is a rigorous analysis of language structures, which is grounded in a number of linguistic theories. This is critical in ensuring that there is a comprehensive understanding of the implications of the use of the suffix *"ly"* in relation to the development of meanings and structures of words under analysis. The formulation of provisions is critical in ensuring a comprehensive understanding of the implications of language in relation to the use of the suffix *"ly."*

Literature review

The issues of English morphology, English semantic terminology, and word formation in general, have been explored in the works of Saurbayev et al. [1], B. Momynova and K. Slyambekov [2], Kulmanov et al. [3] and others. Emphasis is given to the fact that "the importance of parallelism is seen as being recognized about English grammar." Emphasis has also been laid on the fact that "parallelism has a vital importance concerning the improvement of coherence and clarity, and the encouragement of style and balance in spoken and written English" [4]

"Parallelism is defined as 'the deliberate repetition of similar grammatical structures, especially those of coordination, contrast, and elaboration'" [5]

Concerning the usage of parallelism, emphasis has been laid on the fact that "the usage of parallelism has to be considered in the context of 'hyphenated compounds and adverbs ending in -ly, as well as those that do not, often serving as initial components of other grammatical structures."

Typical examples of compound adjectives, such as "tightly buttoned", illustrate the use of parallel structures in morphological word formation. Generally, compound words that contain an adverb or a participle and a noun connected with a hyphen Jimenez [6] tend to contain adverbs or particles as the initial components of compound words that function as modifiers and are used in parallel with similar words.

"Quickly," "slowly," "happily" are adverbs ending with -ly; it is typically considered that they are used as a morphological marker of adverbs. "Quick," "slow," "happy" is typically used to describe adjectives that tend to function as adverbs and sometimes as nouns and verbs Taboada [7].

Research emphasizes several functions of parallel structures:

- Semantic clarity: Parallel structures may assist in establishing clarity regarding relationships and roles of various components of a sentence or text.

- Stylistic coherence: Parallel structures may be utilized to generate rhythm and balance, thus improving the readability and aesthetic value of a text or sentence.

- Grammatical consistency: Parallel structures may be employed to ensure grammatical consistency, thus improving understanding of rules of language use. [8]

Another set of issues, which has been discussed in the literature, has been related to the variations which are seen in the use of parallel structures:

- Variability in hyphen use: Variability has existed in hyphen use, as observed in words like “tightly-buttoned” and “tightly buttoned” [9].

- Development of unmarked structures: The use of hyphenated compound structures has shown the tendency to develop into “unmarked” form, which applies to informal and contemporary language use [10].

- Variations in dialect and register: For formal language use, the use of hyphens and parallel structures has been more prevalent, which has not been the case with the use of parallel structures in informal language use (Stefanie) [11].

On perusing the above review of literature on the subject, it has been found that the role of the use of parallel structures, specifically the first word, which is related to those ending in -ly, those which are hyphenated, and those which are unmodified, is significant.

Materials and Methods

The Research aim

The objective of the research is to investigate and analyze the process of formation, orthography, and semantic relationships of various paired language formations, such as *"newly," "new," "highly," "high," "fully,"* and *"full,"* to understand how these language formations work and how the addition of the suffix *"-ly"* affects the semantics and structural features of the word.

The Methods of the Research

The following are the methods used to achieve the aim of the research:

1. Component Analysis

This method requires the analysis of the components of the language units so that they can be better understood.

2. Distributive Analysis

This method requires the analysis of the different verbal units based on their distribution so that they can be better understood.

3. Transformational Analysis

This method requires the analysis of the different transformations of the structures of the language units.

4. Semantic Field Method

This method requires the analysis of the different relationships within the semantic domain so that the content of the language units can be better understood.

5. Contextual Analysis

This method requires the analysis of the context so that the content of the language units can be better understood.

Materials of the research

The research was based on 20th-century English fiction, drawing on over 2,000 examples from 13 works by various English authors.

Discussion and results

Regarding the formation of *"newfangled"*, the second component *", fangled"*, is not used independently. All formations have a sense of *being "fashionable"* or *"with a touch of disdain".* In the second example, *we are referring to rural priests who have recently been given parishes.* In the other two examples, the formations in question appear in the sense of "fresh" or "fresher". In formations with "newlywed", the components retain a greater degree of semantic independence: *every newly-occupied town presented a problem* (General, p. 55); *a newly-ploughed field* (MASS, p. 41); *the newly appointed Governor of the Bank of* England (M.S., 27/IV-66, p. 3).

The closer semantic unity of these formations with the "*new"* component is reflected in their orthography. These formations are typically written as compound words or with a

hyphen. There have been no instances of separate orthography for these entities, in contrast to many other entities with the prefix *"new"*, which are often written separately. No instances of hyphenated orthography have been observed for these compounds.

It is also noteworthy that although the dictionary lists *"education"* as a compound word with the first element *"new-"*, it does not list any other compounds with *"new-"* and *"education"*, suggesting that these formations are relatively straightforward in their composition.

Therefore, it appears that the constituents of the examined formations with the recently added suffix retain their semantic autonomy and indicate when the activity denoted by the second constituent was performed on the specified one. Formations incorporating the new suffix additionally indicate time, but through use, they become semantically more closely related units that provide a broader qualitative description of the specified object.

Through analysis, we discovered that highly-adjectival formations indicate the extent and nature of the influence being determined. Within the examined material, the highly constituent has the following combinations: highly educated, highly paid, highly polished, highly skilled, highly strung. Additionally, there is a separate spelling of the constituents: highly industrialized, highly sophisticated, and so on.

The semantic flexibility of formations featuring the initial highly is primarily manifested in the fact that, as a general rule, the second constituent can independently function as a descriptor: *highly-educated people* (D.W., 8/XI-65, p. 3); *A highly-polished black car* (Hurry, p. 86); *the highly sophisticated methods* (M.s., 26/V-66, p. 4). In addition to the examples mentioned above, we can also consider: *educated people, a polished black car, sophisticated methods.*

The high component is combined with various second components. The following examples were found in the studied material: *high-backed, (-cheeked, -domed, -flown, -handed, heeled, -minded, -necked, -nosed, -paid, -pitched, -powered, -priced, principled, -rigged, -shouldered, -spirited, -toned, -winged*).

However, most of these words are compounds, such as "blue-eyed". The types of formations under study include the following: *These high-flown comparisons* (Strike, p. 144); *high-paid workers* (MS 17/V-66 p. 2). The term *"high-flow"* education is difficult to comprehend and refers to something that is lofty and grandiose. Similarly, the term *"highly paid"* education refers to educational programs that have a significant financial component: *a highly-paid executive wreck* (M.S., 30/V66, p. 4); *the highly-paid columnist* (MS, 30/lV-66, p. 4).

Both *"highly paid"* and *"high-paid education"* have the same meaning and similar characteristics, as both terms describe a certain level of pay that is substantially higher than average. This means that the overall similarity in terms of the phonetic structure, which is based on the overall sameness of the semantic essence, is predominant over the external differences, suppressing them. In this case, we don't deal with two different concepts, but rather with two sides of the same concept.

Formations of the *fully-ed* type also occur and indicate the degree and nature of the impact that is being determined. The first fully- component was registered in the following entities: fully clothed, fully committed, fully fledged, fully grown, and fully qualified. In addition, there were cases of separate writing of components, such as fully grown and fully qualified.

Parallel to fully-, the first component also has the prefix *full-*, such as *full-blooded, full-bodied, full-cut, and full-fledged.* Moreover, *full-* can be combined with the same second components as *fully-*, such as *fully fledged and fullygrown*. Some of these formations are

compound words: *a full-blooded and virile man* (Time, p. 62); *a full-bodied cup of tea* (Essays p. 264).

Comparing registered entities:

a fully-fledged member of the GATT. (D.W., 26/VII-65, p. 3) и

a full-fledged attorney-at-law... (MASS, p. 166);

a fully-grown company director (M.S., 9/V-66, p. 2) и

a full-grown man – an adulterer... (Thunder, p. 116).

It should be noted that, in most cases, compounds with fully-developed components are semantically more autonomous, while those with the initial element represent more closely linked units. Even in instances such as a *"fully-fledged company director"* and *"a fully developed man"*, we refer to a person who has matured to become a company director, on the one hand, and a well-rounded individual in all respects, a *"true man"*, on the other. This also reflects in the spelling of these compounds. Compounds with *"fully"* are never hyphenated, and those with *"fully"* as the initial element are also not hyphenated.

In the language, there are numerous examples of paired formations, where the first components are *newly* and *new*, *highly* and *high*, *fully* and *full*. The first component, *newly*, is capable of combining with a variety of different second components.

During our research, we identified the following examples of the component "newly": *newly-backed; newly-bathed; newly-born; newly-built; newly-elected; - newly-equipped; newly-finished; newly-formed; newly-introduced; newly-launched; newly-occupied; newly-planned; newly-ploughed; newly-recruited; newly-seasoned; newly-washed; newly-wedded; newly-won.*

We also recorded instances of separate writing: *newly-appointed; newly- arrived; newly born; newly built; newly formed; newly ironed; newly wedded.*

Additionally, we discovered formations with the component new: *new-born; new-fangled; new-fledged; new-found; new-laid; new-mown.*

Additionally, there have been instances of the components being written together: newborn. It is interesting to compare some of these paired combinations with the component born. *We should congratulate the Lambeth council for its tribute to a newly-born star*. (M, S., 2/V-66, p. 2).

Men from all over the world were flocking to help defend a newly-born democracy against that attack (M. S., 9/VII - 66, p. 3).

..as a lusty new-born child of the 1770's.. (Essays, p. 73)

..pink as the belly of a newborn monkey... (Adventures, p. 114).

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Additionally, there have been instances of the components being written together: newborn. It is interesting to compare some of these paired combinations with the component born. *that new-fangled gimmick* (D.W., 26/X 63, p. 3); *New-fledged country preachers* (Elmer,

p. 370); *Some <u>new-laid</u> eggs* (Vodi, p. 219); *that clean smell-like baby-powder mixed with <u>new-mown</u> hay* (Room, p. 85).

Conclusion

From the above analysis of the different language formations, it has been observed that there is a notable difference in the language formations that have the first component modified by the suffix *-ly* and the language formations that have the first component as unmarked. In the language formations that have the first component modified by the suffix *-ly*, the semantic meanings of the two components have been observed to be more independent. This has resulted in a situation wherein the interpretation of the two components is evident.

However, in the language formations wherein the first component is not marked, the above structures have been observed to result in the formation of integrated semantic complexes. In the above language formations, the two components have been observed to be interconnected, resulting in the formation of a unified interpretation that enhances the meaning. This has resulted in the understanding that the addition of the suffix -ly has a notable influence on the semantics of language formation.

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TIGHTLY BUTTONED ҮЛГІСІНДЕГІ ҚҰРЫЛЫМДАРДЫҢ, -LY ЖҰРНАҚТЫ ҮСТЕУЛЕРДІҢ ЖӘНЕ ОЛАРҒА СӘЙКЕС ТАҢБАЛАНБАҒАН ҮСТЕУЛЕРДІҢ ҚАТАР ҚОЛДАНЫЛУЫ

Аңдатпа. Зерттеудің мақсаты «newly», «new», «highly», «high», «fully» және «full» сияқты жұптасқан тілдік формалардың қалыптасу процесін, орфографиясын және семантикалық байланыстарын зерттеу және талдау, олардың қалай жұмыс істейтінін және «-ly» жұрнағының сөздердің семантикасы мен құрылымдық сипаттамаларына қалай әсер ететінін түсіну. Бұл тілдік формаларды талдаудан біз бірінші компонент «-ly» жұрнағымен өзгертілген және өзгертілмегендер арасында айтарлықтай айырмашылықты байқадық. Біріншісінде екі компоненттің семантикалық мағынасы тәуелсіз болып көрінеді, бұл олардың мағынасын айқынырақ түсіндіруге әкеледі. Дегенмен, бірінші компонент белгіленбеген тілдік құрылымдарда біз жоғарыда аталған құрылымдардың интеграцияланған семантикалық кешендердің пайда болуына әкелетінін байқадық. Бұл тілдік құрылымдарда екі компонент бір-бірімен байланысты, бұл мағынаны күшейтетін біртұтас түсіндіруге әкеледі. Бұл -ly жұрнағының қосылуы осы құрылымдардың семантикасына айтарлықтай әсер ететінін көрсетеді.

Кілт сөздер: компоненттік талдау, ұғымдар, формациялар, грамматикалық құрылымдар, байланыстырылған бірліктер, лингвистикалық теориялар, күрделі.

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ПАРАЛЕЛЬНОЕ УПОТРЕБЛЕНИЕ КОНСТРУКЦИЙ ТИПА TIGHTLY BUTTONED, НАРЕЧИЙ С СУФИКСОМ -LY И СООТВЕСТВУЮЩИХ НЕМАРКИРОВАННЫХ НАРЕЧИЙ

Аннотация. Целью данного исследования является изучение и анализ процесса образования, орфографии и семантических связей парных языковых образований, таких как «newly», «new», «highly», «high», «fully» и «full», чтобы понять, как они функционируют и как суффикс «-ly» влияет на семантику и структурные характеристики слов. Анализ этих языковых образований выявил существенное различие между теми, в которых первый компонент был модифицирован суффиксом «-ly», и теми, в которых этого не произошло. В первых семантическое значение двух компонентов представляется более независимым, что приводит к более ясной интерпретации их смысла. Однако в языковых структурах, где первый компонент не маркируется, мы наблюдали, что вышеуказанные структуры приводят к формированию интегрированных семантических комплексов. В этих языковых структурах два компонента взаимосвязаны, что приводит к единой интерпретации, усиливающей смысл. Это говорит о том, что добавление суффикса «-ly» оказывает значительное влияние на семантику этих структур.

Ключевые слова: компонентный анализ, понятия, образования, грамматические конструкции, связанные единицы, лингвистические теории, сложный.