

STUDYING NEOLOGISMS AT SCHOOL (METHODOLOGICAL RECOMMENDATIONS)

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Abstract

In this paper, we focus on those key issues and provisions that, in our opinion, it is important to consider when learning new words. We believe that a fairly intensive inflow of neologisms, which recently has the avalanche-like character, cannot be over-looked by the teacher-scholar and should be a subject of special study at school, to represent the language as a system that evolves with the changing society. As an example, we consider a special part of the lexical neologisms – compound nouns, which are two separate words.

Keywords: neologism; compound words; occasionalism; new formations; language media; the creation of new words.

Introduction

The emergence of vocabulary through new lexical units is one of the features of the Russian language at the present stage of its development. This phenomenon, called the "neological explosion", led to the emergence of a new branch of lexicology - neology, which reflects the dynamic processes in modern sciences. Despite the steady interest of linguists in the problem of new words, much in this area remains unresolved, in linguistics there is still no exact definition of the term "neologism". With a broad interpretation, neologisms include new linguistic facts, various author's formations, new phraseological turns. With a narrow understanding of the term, neologisms are those new units of the lexical system of the language that arose due to the social need to give a name to a new object or express a new concept and which function in speech as ready-made, reproducible units. However, the differentiation of the concepts of "neologisms" and "occasionalisms" (individual-author's innovations) is very important, as it helps students to distinguish between new words "for all" and neoplasms in the speech of individuals.

“Neologisms can be considered words that have entered the language in recent years, although among them there are already common and even obsolete”. Unusual words created by V. Mayakovsky are cited as illustrations for the author's neologisms in all school textbooks for high school students. But the authors of the textbooks interpret the words “satisfied”, “smile”, “many-way” in different ways.

So A.D. Deikina defines them as "stylistic neologisms" ("individual stylistic"). She gives these words the following definition: “The neologism is stylistic (individual-stylistic). A neologism created by the author of a given literary work for a specific stylistic purpose and usually not widely used, not included in the vocabulary of the language. Green-haired (Gogol),

moskvodushie (Belinsky), advyuzhny (Blok), huge, multi-pud, mandolin, hammer-like (Mayakovsky)".

This practical textbook is also interesting in that it contains a very complete theoretical material relating to neologisms. At the same time, the theory is framed in the form of a task, that is, elements of practice appear. Students are invited to drink in a notebook a dictionary entry from the "School poetic dictionary "A.P. Kvyatkovsky. We also note the fact that the textbook contains many examples from artistic works, in which the connection of the topic under study with literature is manifested. Schoolchildren also get acquainted with the concept of "occasionalism", the definition of which is taken from the Dictionary-Reference Book of Linguistic Terms. In the "Manual for Russian language classes in high school" V.F. Grekova, S.E. Kryuchkova, L.A. Cheshko presents the traditional interpretation of neologisms. Also, there is no clear designation of the concept of "occasionalism". It is only noted that new words "can be deliberately created by authors for various stylistic purposes, for greater expressiveness.

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