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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**WAYS OF TERM FORMATION**

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ABOUT ARTICLE

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Abstract: This article provides a comprehensive overview of the classification of volleyball terminology from three linguistic perspectives: morphological, semantic, and syntactic. It explores how terms are formed through derivational processes such as prefixation, suffixation, compounding, conversion, and abbreviation. The semantic classification organizes terms based on their meanings, categorizing them into functional groups such as actions, player roles, equipment, rules, and strategies. The syntactic classification analyzes the grammatical roles of volleyball terms, identifying them as nouns, verbs, adjectives, adverbs, or compound phrases. The study underscores the importance of such classifications in language teaching, terminological research, and the development of educational materials in sports linguistics. It also highlights how a structured approach to terminology enhances vocabulary acquisition and supports the standardization of sports language.

Introduction. K.M. Musayev [1] compares terminology, as a part of a language's lexicon, to a city. In his view, although terminology is built according to a single plan, it does not emerge all at once. It develops based on historical conditions, and its creation involves architects, designers, and discoverers from different generations. Each of them constructs a structure after thoroughly studying it. This is what determines the specific complexity of organizing

terminology. Academician G'.Abdurahmonov [2] emphasizes that terminological dictionaries not only serve a specific field of science, but also play an important role in organizing, refining, and standardizing terminology. Selecting terms for terminological dictionaries is an extremely responsible task, as each term must accurately express a specific concept, correspond to the relevant field, and at the same time comply with the internal rules of the native language. The chosen term should be unambiguous, consist of a concise word or phrase, and, moreover, should not have synonyms. Thus, Ch. Bally [3] defines special terminology as a set of words "not belonging to the general language and denoting, with complete accuracy and precision, the objective, logical side of things." However, modern research in the field of terminology — primarily studies conducted in our country — shows that it is practically impossible to divide terminological and commonly used vocabulary into two clearly separated sets. The reason is that these sets have "blurred" boundaries and overlap with each other. The cause of such overlaps lies in the fact that "a term is a function, a mode of usage, rather than a special type of lexical unit," [4] and "any word, no matter how trivial it may seem, can serve as a term." [5]. The overwhelming majority of words in the vocabulary of English, Russian, and other languages are, by their nature, derivatives, that is, words structurally and semantically derived from corresponding base units. [13] Developing rules for the formation of derivative words based on structural-semantic patterns of compatibility between base forms and word-formation affixes, based on the correlation of derivatives with specific syntactic structures, on the action of the laws of analogy, etc., is a current task of modern derivatology [6].

Materials and methods. Particularly important in this regard is identifying the mechanisms of word formation within terminological subsystems, where nominalization of certain semantic-syntactic constructions and other word-formation phenomena and processes occur most frequently [7] Accordingly, the number of derivatives in terminological vocabulary is extremely high [8]. It also seems appropriate to establish the correlation between syntagmatic and paradigmatic relationships of borrowed word-formation elements. The syntagmatic relations of borrowed word-forming elements lie in their ability to form specific sequences — derivational chains, which represent sets of affixes that are sequentially attached to base forms at each new stage of derivation. [14] Derivatives that include these affixes are separated from each other by one derivational step, with the derivative of the first level serving as the base for the second, and so on. Examples of derivational chains in the English language include the following suffix groups: -ist, -ic, -al, -ly → e.g., derivational series: ideal → idealist → idealistic → idealistical → idealistically real → realist → realistic → realistical → realistically. -ify, -ic, -ation → e.g., specify → specific → specification → calcify → calcific → calcification -ic, -

ize, -ation → e.g., magnet → magnetic → magnetize → magnetization [9]. Paradigmatic relations of borrowed word-formation elements are reflected in the formation of specific sets or paradigms of word-forming elements that are attached to the same base. Derivatives formed using such a paradigm, unlike those in a derivational chain, belong to the same level of derivation. For example: In English: psychology → psychologic, psychologist, psychologism, psychologize.[10]. According to Professor Ayub G'ulomov [11], there are five types of word formation in the Uzbek language. These are as follows: Formation by morphological means (affixation).

1. Formation by syntactic means (reduplication, composition, abbreviation).
2. Formation by lexical means (changing a word from one part of speech to another).
3. Formation by semantic means.
4. Formation by phonetic means (formation through internal changes).

"Usually, terminological vocabulary is understood to include only nouns and nominal phrases. However, research on texts shows that the class of scientific vocabulary should be expanded to include verbal words and phrases, and sometimes even conjunctional-prepositional constructions that express logical and specific professional relationships between concepts defined both in the paradigmatic system (the sublanguage system) and in syntagmatics (the scientific text itself)."[15]

V.S. Budilov [12] states that terms, like common vocabulary words in a language, are formed in three ways: semantic, syntactic, and morphological.

Results and discussion

Morphological Classification of Volleyball Terminology

Nº	Types of Volleyball Terminology (in English)	Explanation	Examples
1	Root term	They often consist of a single morpheme.	attack, block, blush, collapse, bump, dig, deep, facial, fault,
2	Derived term		
	A)prefixational derivation	A prefix is a group of letters	auto- : <i>automatic, autoreferee, autopass</i> in- : <i>inside, in-system,</i>

		added to the beginning of a word to create a new word or modify its meaning.	off-: <i>offside block</i> Inter-: <i>interference, international, interteam</i> Re-: <i>reset, rebound, reassign, replay</i> Multi-: <i>multipoint, multipoint, multiplayer, multiple offense</i> Fore-: <i>Forearm, Forehand, Forecast, Forecourt, Forewarn Foreplay</i> Un-: <i>Unforced error, Unblock Unfair</i>
	B)suffixational derivation	A suffix is a group of letters added to the end of a word to form a new word, often changing its word class (e.g., from verb to noun).	-or: <i>spectator, instructor, coordinator</i> -er: <i>bouncer, hitter, floater, flipper, server, blocker, passer, pepper</i> -ion: <i>Rotation, Substitution, Transition, action, position, violation, reception</i> -y,-ty: <i>dummy, spikey, rally, volley, penalty, priority</i> -able: <i>reachable, blockable, saveable</i> -al: <i>rotational, positional, tactical</i> -ive: <i>defensive, offensive, competitive</i>
	Conversion (Change in Part of Speech)	These terms are formed by changing the grammatical category of a word without adding affixes.	Serve – <i>to serve (verb) → a serve (noun)</i> Block – <i>to block (verb) → a block (noun)</i> Set – <i>to set (verb) → a set (noun)</i> Pass – <i>to pass (verb) → a pass (noun)</i>
	Abbreviations (Shortened Forms)	These are shortened or abbreviated forms commonly used in volleyball.	FIVB – <i>Fédération Internationale de Volleyball</i> MVP – <i>Most Valuable Player</i> DS – <i>Defensive Specialist</i> OH – <i>Outside Hitter</i> MB – <i>Middle Blocker</i>

3	Compounding	Combination of Two or More Words	Back row – defensive zone at the back Front court – front playing area Jump serve – a serve performed while jumping Double touch – two consecutive touches by one player Foot fault – stepping over the serving line Side line – boundary line on the sides Time out – break requested by the coach
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Syntactic Classification of Volleyball Terms

Syntactic Category	Function	Examples
Nouns	Names of people, things, actions	Match, set, spike, libero, court
Verbs	Actions performed in the game	Serve, pass, dig, block, substitute
Adjectives	Describe or modify nouns	Defensive, offensive, agile, tactical
Adverbs	Modify verbs/adjectives	Powerfully, quickly, accurately
Compound Terms	Multi-word terms functioning as nouns	Jump serve, double touch, zone defense

Conclusion. In conclusion we identify that Morphological Classification of Volleyball Terminology helps you understand new words without using a dictionary, allow you to form terms and expand vocabulary, are essential in academic, scientific, and sports terminology. Semantic classification helps to organize vocabulary by meaning and usage. Useful for teaching volleyball in ESL/EFL contexts, sports linguistics, or terminology studies. Syntactic classification is especially useful for: language learners studying sports vocabulary, linguistic analysis of sports discourse, developing glossaries or dictionaries of volleyball terms. The study of volleyball terminology through morphological, semantic, and syntactic classification offers a deeper understanding of how terms are formed, used, and function within the language of sport.

Morphological classification helps learners and researchers grasp the structure of terms, particularly through processes like affixation, compounding, and conversion. Semantic classification enables the organization of vocabulary based on meaning and thematic grouping, aiding in teaching and lexical development. Syntactic classification, on the other hand, supports grammatical analysis and helps learners understand how volleyball terms function in real-world contexts. Together, these classifications contribute significantly to the development of terminological dictionaries, language teaching materials, and linguistic analysis in sports.

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