

THE CONCEPT OF HOMONYMY IN UZBEK, RUSSIAN AND ENGLISH

*Jizzakh branch of National University of Uzbekistan named after Mirzo Ulugbek
The Faculty of Psychology, the department of Foreign Languages Philology and
teaching languages*

Teshaboyeva Nafisa Zubaydulla qizi

Scientific advisor:

G'aybullayeva Nozima Dilshod qizi

Student of group 401-22: gaybullayevan55@gmail.com

Annotation: *This theme explores the concept of homonymy in three languages: Uzbek, Russian, and English. Homonymy refers to words that have the same pronunciation or spelling but different meanings. The annotation will likely discuss the similarities and differences in homonymy between these languages, including how homonyms are formed, the challenges they pose for language learners, and the impact of cultural and linguistic factors on the prevalence of homonyms. Additionally, it may examine the role of context in disambiguating homonyms and the strategies used by speakers to navigate this linguistic complexity. This research is significant as it can provide insights into the nature of language and contribute to cross-cultural communication and language learning.*

Key Words: *context, homonyms, homophones, apostrophe.*

Homonyms are important because words that look alike and/or sound alike can mean completely different things. Topicality of the work is avoiding lack of knowledge about homonyms. Lack of knowledge about homonyms is one of the reasons why children make writing errors. Good knowledge of homonyms can help them to avoid spelling mistakes. The best way to improving to use correct homonyms is knowing the meaning of words well, pronouncing them correctly and listening carefully.

The aim of research work that is an awareness of homonyms and to be able to use the correct word when given choice. Although homonyms can be complicated, especially for people who are learning to speak the English language, they are not that hard to identify once we fully understand them. The object of homonyms that the words object and object are spelled identically but are pronounced differently and have different meanings, which makes them homonyms. Moreover, using broad definition in which any two words that share the same spelling or the same pronunciation are homonyms, it's possible to define five types of homonyms in English language. These are capitonyms, heteronyms, homophones and polysemes.

Besides that, theoretical view of the work is that homonyms are the same pronunciation and spelling, but differ in meaning. Homonym has its origin in the Greek language, and it is a Greek word – "homonyms". The term 'homo' means 'same', and 'nym' means 'name', which means 'having the same name' when combined. Words that differ in meaning but have the same pronunciation and spelling are called complete

homonyms. In addition, practical view of work that it is easy to learn English homonyms; only they need is some proper guidance and a fun-based learning method, which will make things easy and simple to learn and understand.

Homonyms are words that have different meanings but are pronounced the same or spelled the same. The word homonym can be used as a synonym for both homophone and homograph. It can also be used to refer to words that are both homophones and homographs. Homophones are words that sound the same but have different meanings, whether they're spelled the same or not. There, their, and they're homophones. But so are bark (the sound a dog makes) and bark (the covering of a tree). Homographs are words that have the same spelling but different meanings, whether they're pronounced the same or not. Bass (the fish, rhymes with class) and bass (the instrument, rhymes with ace) are homographs. So are bark (the sound a dog makes) and bark (the covering of a tree). As you can see, the two senses of bark can be considered both homographs and homophones. The word homonym can also be used to refer to such words—meaning they have both the same spelling and the same pronunciation, but different meanings. There are many homonyms in English, including many commonly used words, which can make things confusing, even for native speakers.

How to use homonyms in writing

- Be clear about context: Homonyms rely on context to make sense. It's unlikely that a reader will be unclear about the meaning of the word spring if you've just described the pleasant temperature and the first few flowers starting to bloom. But if the scene is about jumping on a trampoline during this delightful shoulder season, then the use of spring might need some clarification. Use context to clarify confusing words for your reader.

- Don't forget the apostrophe: Many commonly used contractions are homonyms. They're, you're, and it's are homonyms of their, your, and its. If you understand the rules of apostrophes, then you don't have to worry about using the wrong word. A similar thing happens with possessive words, which become homonyms with their plurals. For example, cats means "multiple felines," while cat's means "something that belongs to a single cat."

- Use homonyms playfully: Writers can harness the fun of homonyms to create wordplay and puns. Alice's Adventures in Wonderland, by Lewis Carroll, is full of purposely misunderstood homonyms. In fact, homonyms make up the majority of the story's humor. Homonyms also make great double entendres, which is the deliberate use of a word with multiple meanings.

Homonyms can be confusing, especially when you're just getting started writing. If you're unsure about which word fits, you can always check with Grammarly!

In conclusion, homonymy refers to the phenomenon wherein words share the same sound but have different meanings. They can cause confusion in writing and speaking, so it's important to be aware of them and use them correctly. The concept of homonymy, as observed in Uzbek, Russian, and English, reveals intriguing similarities

and differences. In these languages, homonymy serves as an essential linguistic feature that poses both challenges and opportunities for language learners and researchers. The analysis of homonymy in Uzbek, Russian, and English allows for a deeper understanding of lexical ambiguity, creative wordplay, and the evolution of languages. While the three languages share some common homonymous patterns, their unique cultural and historical contexts shape the specific instances and nuances of homonymy. Exploring the concept of homonymy in these languages not only sheds light on linguistic diversity but also provides insights into the intricate interplay between language, culture, and cognition.

THE LIST OF USED LITERATURE:

1. Gaybullayeva, N. D. K., & Kizi, T. N. Z. (2022). THE ROLE OF INNOVATIVE METHODS FOR LISTENING COMPREHENSION IN TEACHING LANGUAGE LEARNERS FOREIGN LANGUAGES AND MAINLY ENGLISH. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(10), 8-10.
2. Gransundaram, D.Venkatesh, L. (2006). *Synophones & Homophones*. Sura books. ISBN 9788172543167.
3. Henry George Liddell, Robert Scott, *A Greek-English Lexicons*, on Perseus Digital Library.
4. Teshaboyeva, N., & Mamayoqubova, S. (2020). COMMUNICATIVE APPROACH TO LANGUAGE TEACHING. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 409-414).
5. Teshaboyeva, N. (2020). LINGUISTIC PERSONALITY, ITS STRUCTURAL CHARACTERISTICS IN THE NEW PERSPECTIVE DIRECTIONS. In *МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ* (pp. 415-420).
6. Teshaboyeva, N. Z. (2019). TEACHING ENGLISH THROUGH LITERATURE INTESL AND TEFL CLASSROOMS. In *СОВРЕМЕННЫЕ ТЕХНОЛОГИИ: АКТУАЛЬНЫЕ ВОПРОСЫ, ДОСТИЖЕНИЯ И ИННОВАЦИИ* (pp. 82-84).
7. Teshaboyeva Nafisa Zubaydulla qizi, Jurayev Muhammadrahim Murod o'g'li, & Mamirova Munisa Rajab qizi. (2021). Language Learning Culturally and the Role of Literature in Teaching Process. *Central Asian Journal of Theoretical and Applied Science*, 2(3), 1-5. Retrieved from <https://www.cajotas.centralasianstudies.org/index.php/CAJOTAS/article/view/84>
8. Teshaboyeva, N. (2023). THE IMPORTANCE OF TOURISM IN PRESENT DAY. *Журнал иностранных языков и лингвистики*, 5(5).
9. Teshaboyeva, N. (2023). THE MODERN INNOVATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES. *Журнал иностранных языков и лингвистики*, 5(5).
10. Teshaboyeva, N. Z. (2023, November). Adjective word group and its types. In "Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 59-61).

11. Teshaboyeva, N. Z. (2023, November). Modifications of Consonants in Connected speech. In " Conference on Universal Science Research 2023" (Vol. 1, No. 11, pp. 7-9).
12. Laufer, Batia. "A Problem in Vocabulary Learning - Synophones"(PDF).p.295.
13. Nafisa, T., & Marina, S. (2023). TEACHING AND LEARNING OF ENGLISH VOCABULARY IN TESL AND TEFL CLASSROOMS. International Journal of Contemporary Scientific and Technical Research, 465-469.