

USE OF HOMONYMS IN RUSSIAN AND KARAKALPAK LANGUAGES

Gulara Bekmuratovna Ainazarova Department of Karakalpak Linguistics Karakalpak State University named after Berdakh

Abstract

This article is related to the field of comparative lexicology and is devoted to the study of homonymous units of the Russian and Karakalpak languages. The study of interlingual homonymy is of considerable interest to translators, researchers of linguodidactics, comparative and computational linguistics as it aims to solve theoretical and practical problems. The problem of interlingual homonyms has become one of the main ones for linguists since words of closely related languages are the main cause of language interference, which should be avoided when translating from one language to another

Keywords: Homonyms; interlingual homonyms; Russian, Karakalpak language; "false friends of the translator".

Traditionally, homonymy is defined as "the sound match of two or more sound units that are different in meaning," and homonyms are "words that have the same sound, but different meanings." However, in modern linguistics there is still no single generally accepted definition of homonyms.

There are many approaches to the definition and understanding of homonymy. Some authors consider the main etymological and genetic point of view, others - an important lexico-semantic approach to the study of homonymy. The dictionary includes not only the vocabulary of everyday communication and the modern literary language, but also obsolete units, historicisms, expressive words.

Most homonyms in natural language developed as a result of polysemy. Changes in the meaning of words are determined by many different reasons, both linguistic and extralinguistic.

As is known, in the Turkic languages, due to their common origin, there are a large number of lexemes, partially or completely identical in their form, but diverging to an unequal degree in lexical meaning. One of the first correspondences of a homonymous nature in the Karakalpak language was noted by Professor N.A. Baskakov.

The life and development of languages leads to new interesting phenomena. One of them is interlingual homonymy, which is much talked about in modern linguistics. The attention of linguists to the issues of homonymy is due to the fact that this phenomenon is typical for all languages and is one of the problems of translation studies: researchers dwell on various objects of translation, which are often sources of conflicting opinions.

A.E. Suprun was the first to single out a special kind of interlingual homonymous pairs in 1958: full and partial (interlingual homonyms, in his opinion, can retain a common main meaning with different shades in the compared words). According to the researcher, the difference can only concern the emotional-expressive and functionalistic coloring of words.

Some authors use the terms "false friends of the translator" and "interlingual homonyms" in the same way, without distinguishing them semantically. So, R.A. Budagov, naming his article "False friends of the translator" in accordance with the names of the dictionaries that he analyzes, at the same time notes: ""False friends of the translator" are usually called interlingual homonyms - words that have different meanings with the same sound.

The well-known Russianist A. N. Gvozdev defined homonyms as words of different meanings and the same sound, despite the part of speech to which they belong, including also deliberately coinciding grammatical forms of words, he also argued that "the occurrence of ambiguity with the homonymy of two words is a mistake, quite often found in speech.

Interlingual homonymy covers everything that is formally identical and semantically different in contacting languages. However, according to many researchers, the most important part of interlingual homonymy is noted at the lexical level in the category of interlingual lexical homonyms.

Interlingual homonymy is quite widespread, and the number of mistakes made not only by ordinary people, but also by translators themselves is high.

In Karakalpak linguistics, there is still no study devoted to Karakalpak-Russian interlingual homonyms. Therefore, the purpose of this work is to study the Karakalpak-Russian interlingual homonyms.

In the practice of lexicographic and translation work, as well as the teaching of foreign languages, the category of words, which is called "false friends of the translator", presents special difficulties. The variety of points of view associated with the phenomenon of interlingual homonymy indicates that linguistics still does not have a clear, consistent definition of this concept.

This phenomenon has long attracted the attention of linguists. The term "translator's false friends" (tracing paper from French faux amis) was introduced by M. Kössler and J. Derocchigny in 1928 in the book "Les faux amis ou Les pièges du vocabulaire anglais".

When learning a foreign language, a person tends to transfer his language habits to the system of a foreign language. The native language firmly rooted in us pushes us to false analogies. As noted by V.V. Akulenko, this linguistic phenomenon misleads not only beginners to learn a foreign language, but also experienced specialists, philologists, including teachers, professional translators, lexicographers. Incorrect associations send the translator into semantic tracings, and hence there are cases of violations of lexical compatibility or stylistic agreement when translating into the native language or simply when speaking in a foreign language. The semantic structure of the statement seems quite obvious to the translator, but in fact it may have a completely different content. Differences in pairs of interlingual homonyms can be outlined in the conceptual content, stylistic characteristics and lexical compatibility; all these types of discrepancies are often intertwined in practice.

Studying the "false friends of the translator", one cannot help but delve into the history of their occurrence. Foreign words that cause wrong associations in a person have probably existed as long as the languages themselves. Evidence has been preserved of various cases when interlingual homonyms led to comic situations.

In the modern world, a person every day encounters various foreign languages: both in interpersonal contacts, and in the household (for example, labels on goods), and in professional areas (for example, there are a lot of borrowings in office vocabulary). This leads to the emergence of new, hitherto unknown relationships between languages, which is reflected in interlingual homonymy.

The reasons for the appearance of "false friends of the translator" are determined by the national originality of the lexical composition of each language. In the table we consider interlingual homonyms:

Interlingual homonymy is a complex phenomenon that requires the study of one's research method, the use of data from other sciences (language history, grammar, phonetics, lexicology, stylistics, regional studies). As a result of our research, homonymous material was collected on the basis of lexicographic sources. Initially, basic questions concerning the history of the Russian and Karakalpak languages, descriptions of the general concepts of interlingual homonymy were revealed. Further, we have identified various classifications of homonymy of the Russian and Karakalpak languages, aspects of the study of homonymous units, group division of interlingual homonyms.

We collected and analyzed lexical material based on lexicographic sources, classified interlingual correspondences of a homonymous nature according to two main criteria: according to correspondence in terms of expression and content, we also traced semantic transformations and identified their causes.

Thus, we tried to show that the Russian-Karakalpak homonymy refers to a group of words that was formed not only because of formal similarity, but because of the semantic divergence of a previously single polysemantic word. On the basis of our study, we can conclude that the interest in interlingual homonymy among modern researchers has not faded away. Attention to the history of the appearance of homonyms, their meaning will allow anyone to increase their general level of knowledge.

The study of language as a system of signs requires special attention to the phenomenon of homonymy. The problem of homonymy is part of a more general problem of the relationship between form and content in language, which makes it necessary to study it in depth. The need to study homonyms is also caused by the needs of applied linguistics. This problem has been studied by many linguists. In karakalpak linguistics, N.Baskakov, E.Berdimuratov, A.Berbergenov, Q.Bekbergenov and many others paid attention to it.

Classification of homonyms is an actual problem not only in Karakalpak linguistics but also in the world of linguistics. We classify homonyms in the following way:

- Lexical homonyms
- Lexico-grammatical homonyms
- Grammatical homonyms
- Mixed (universal) homonyms

In modern linguistics, I have not found such a phenomenon as universal homonyms. Therefore, we collect these homonyms as much as possible. Naturally, the number of such homonyms is less than other types of homonyms in the Karakalpak language.

Universal homonyms include two or three types of homonyms. Such homonyms have three homonymous series. But not all three and more series of homonyms of all time are considered homonyms. In the following table 1, we took almost all universal homonyms.

In the upper table, we considered some universal homonyms. It is already seen that almost 90% of universal homonyms include lexical and lexical-grammatical homonyms. However, three types of homonyms were not found in the same word. This means a feature of homonyms of the Karakalpak language.

So, the presence of universal homonyms is a fact of the language. The phenomenon of transitivity is understood as a reflection of one of the stages of language development. The lexico-grammatical properties of a word are reflected in its nominal properties. When forming universal homonyms, the constructive features of the original part of the speech change.



The homonyms, which are sometimes written in the same way but differ in the pronunciation of garga (the bird) and garga (the form of the commanding verb). Some verbs are formed by the coincidence of the spelling or pronunciation of a word in another language.

The number of homonyms of the Karakalpak language is very high since there have been many words borrowed from other languages during the development of the Karakalpak language. Those borrowings adapted themselves to the lexical system of the Karakalpak language and were also affected by the sound changes; therefore, the borrowed lexemes sometimes overlapped with the lexemes in the receiving language. Sometimes even new borrowings overlapped with words borrowed earlier from another language. For instance, alaman a noun (people) from Persian coincides with alaman (I will take) a verb already existing in the Karakalpak language.

Lexical-grammatical homonyms that coincide in separate forms can belong to the same part of speech or to different parts of speech. For example, jaz "summer" and jaz "write", qoy "sheep" and qoy "leave", and so on. The context and the situation do not allow them to mix. Homonyms in the Karakalpak language by the number of members can be binomial, three and four members and can be in one part of speech and in different parts of speech: noun.: baspa "vodokran" - baspa "publishing house"; noun. - adj.: ashıqlıq "love" ashıqlıq "field"; noun. - numeral: altınshı "jeweler" and altınshı "sixth"; noun - noun - verb -: at "name", at "horse", at "shoot" etc

A variety of lexical-grammatical homonyms are homophones (matching in sound but differing in spelling and meaning): qızsa "if it gets hot" qıssa "if it gets clamped" etc. The next variety of lexical-grammatical homonyms are homographs (the same spelling but different in sound due to the accent): alma "apple" alma "don't take", jaz "summer" - jaz "write" etc.

The existence of homonyms in speech usually does not cause much difficulty. The context clarifies the semantic structure of the words used, eliminating inappropriate misunderstandings. As a rule, homonyms that have an expressive color, different functional relatedness do not occur in speech; however, the combination of the meanings of homonyms is possible. This is due to some stylistic goal, in different styles of speech, this goal is different.

Lexical-grammatical homonyms as a graphemic identity of words of different parts of speech is a manifestation of functional syntactic differences between words. Each class has its own combination of morphological, syntactic, word-forming and lexical-grammatical features, the interaction of which is manifested in the homonymic relations of words. There is not a single class whose words do not enter homonymous relations with the words of at least one other class in each of the language. This



indicates a high degree of interaction between parts of speech in the lexical and grammatical system of language. But having identified all the living ways of transition from one lexical-grammatical class to another, it is necessary to pay attention to possible shifts in grammatical meaning associated with a change in grammatical form. The next important task is the accumulation of data on speech frequency in different types of discourses in order to finally formulate the directions of the transition of parts of speech, common and different in related language.

- there are features of lexical-grammatical homonyms among the Turkic languages,
- lexical-grammatical homonyms have only one homonymic series,
- lexical-grammatical homonyms form only two parts of speech,
- the number of lexical-grammatical homonyms is less than other types of homonyms. In summing up, we came to the following conclusion:
- The problem of universal homonyms in modern Karakalpak language is very interesting and current nowadays and is still waiting for its investigation.
- We think that universal homonyms reflect a definite aspect in learning a foreign language and help learners to understand specific side of Karakalpak language lexicology.
- The problem of universal homonyms is mainly the problem of differentiation between three and more different semantic structures of identically sounding words In conclusion, the universal homonyms are not fully studied in Karakalpak language. We must try all examples this types and find a place of universal homonyms in Karakalpak language in the next study.

REFERENCES

- 1. Kadyrova, O. (2021). Information and communication technologies in the process of teaching foreign languages as the basis of an innovative approach to learning. THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука, (9), 649-651.
- 2. Kadirova, O. K. (2021). Comparative typological analysis of Russian-Uzbek literary relations in their historical development. 湖南大学学报 (自然科学版), 48(12).
- 3. Kadyrova, O. K. (2021). Motivational basis for the formation of eastern and western literature Мотивационная основа формирования восточной и западной литературы. Журнал филологических исследований, 6(3), 17-22.
- 4. Kadyrova, O. K. (2020). Professional pedagogical activity its types and structure. Актуальные проблемы гуманитарных и естественных наук, 1(12), 93-96.



- 5. Усаров, Ж. Э., Эшнаэв, Н. Ж., Кобилова, Ш. Х. (2021). Педагогик инновацион таълим кластер лойихасини амалиётда қўллаш самарадорлиги ва истикболлари. Педагогик таълим кластери муаммо ва ечимлар, 1(2), 305-313.
- 6. Ahmadaliyeva, M. S. (2022). Text and interpretation in discourse analysis. Trends in Education Foreign Languages and International Economics, *1*(1), 382-386.
- 7. Ахмадалиева, М. Ш. (2022). Роль литературной критики в саморазвитии писателя. Мугаллим, 1(2), 14-17.
- 8. Давлатова, А. Р., & Ахмадалиева, М. Ш. Қ. (2021). Жадид драматургиясида баркамол шахс ва идеал жамият талқини. *Academic research in educational sciences*, *2*(3), 1100-1108.
- 9. Madrakhimova, I. B. (2022). The interpretation of autumn in the poetry of Usman Azim. Galaxy, *10*(10), 336-340.
- 10. Bahodirovna, M. I. (2022). The image of human and animals in the stories of normurad norkobilov. *ACADEMICIA: An International Multidisciplinary Research Journal*, 12(2), 243-245.
- 11. Мирзорахимов, О. К., & Мадрахимова, И. Б. (2022). Ўқувчиларни ватанпарварлик рухида тарбиялашда мактаб ва оиланинг аҳамияти. *Academic research in educational sciences*, *3*(2), 385-389.
- 12. Rahmatullayevna, B. Z. (2020). Methodical system of teaching computer animation in higher education institutions. *European Journal of Molecular & Clinical Medicine*, 7(2), 6252-6256.
- 13. Rakhmatullaevna, B. Z. (2020). Analysis of training computer animation at the international level and its application in Uzbekistan. *European Journal of Research and Reflection in Educational Sciences Vol*, 8(8).
- 14. Rakhmatullayevna, B. Z. (2019). Stages of development of animation and improvement of animation and pedagogical activity in Uzbekistan. *European Journal of Research and Reflection in Educational Sciences Vol.*, 7(10).
- 15. Bakiyeva, Z. (2019). Program with opportunities 3D characters. *Bridge to science research works*, 49.
- 16. Bakieva, Z. R., & Mukhammadkhujaev, B. B. (2018). Modern Animation and Preschoolers: Question of Media Literacy. *Eastern European Scientific Journal*, (2).
- 17. Бакиева, З. Р. (2014). Дистанционное обучение в системе непрерывного профессионального образования республики Узбекистан. Современные инструментальные системы, информационные технологии и инновации, 174-176.





- 18. Mamatkulov, K., Giyasova, U., Djuraev, A., Ilkhomova, I., & Baymanova, N. Eğitim Modernizasyonunun Ana Faktörlerinden Biri Olarak Yabancı Dil Öğretmenlerinin Mesleki Yeterliliğinin Geliştirilmesi. *Motif Akademi Halkbilimi Dergisi*, 7(13), 281-291.
- 19. Ilxamova, I. N. (2022). Ijtimoiy madaniy kompetentligi kontekstida nutq ko'nikmalarini takomillashtirish. ТДПУ Илмий ахборотлари, 6(1), 22-28.
- 20. Sagdullayev, P. K., Mamadaliyeva, A. (2014). Differences between American English and British English. Десятые Виноградовские чтения, 1(1), 470-473.
- 21. Yunusova, N. A. (2022). Features of teaching a foreign language to preschool children. *Oriental renaissance: Innovative, educational, natural and social sciences*, *2*(3), 641-646.
- 22. Абданбекова, Н. Р. (2021). Способы повышения активности студентов на уроках английского языка. Вестник науки, 4(1 (34)), 6-9.
- 23. Yulchieva, D. D., Berdiyorova, M. X., Abdanbekova, N. R., & Abdullaeva, S. N. (2020). The content of development of a culture of students' communication in the context of the activation of ethnic–cultural relations and tolerance (on example of english language). *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 1948-1957.
- 24. Мирсалиева МТ, Карабаев ЖР, Гиясова УЭ. Олий таълим муассасалари раҳбар ва педагог кадрларининг касбий компетентлигини ривожлантириш архитектоникаси. инновации в педагогике и психологии. 2020(SI-2№ 9).
- 25. Erkinovna GU. Methodological Recommendations on the Organization of Teaching a Foreign Language based on Blended Learning at the Professional Development Courses for Pedagogical Staff from Higher Education Institutions (HEIS). European Journal of Research and Reflection in Educational Sciences. 2020;8(10):170-7.
- 26. Erkinovna GU. CHARACTERISTICS OF A CLUSTER APPROACH TO TEACHING ENGLISH SENIOR STUDENTS. Web of Scientist: International Scientific Research Journal. 2022 May 15;3(5):331-5.
- 27. Giyasova, U. (2022). Олий таълим муассасалари педагог кадрларини қайта тайёрлаш ва уларнинг малакасини ошириш курсларида таълим сифатини таъминлаш амалиёти. *Science and innovation*, 1(B₅), 625-629.
- 28. Djuraev, A. S., Esanboboyev, F. T., & Giyasova, U. E. (2020). The relationship between quality assurance and the formation of professional qualification of managerial staff in the higher education system. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(6), 8911-8918.



- 29. Mirsolieva, M., Giyasova, U., Sultanov, A., & Djuraev, A. (2016, May). Social and pedagogical development factors of teacher's tutorial activity in higher educational institutions. Society. integration. education. Proceedings of the International Scientific Conference (Vol. 1, pp. 158-163).
- 30. Сайдусманов, Б. А. (2022). Развитие автомобильного и дорожного строительства в транспортной системе узбекистана. Youth, science, education: topical issues, achievements and innovations, 1(6), 13-17.
- 31. Саидусманов, Б. А. (2022). Спортда хукукбузарликларнинг олдини олиш. Теоретические и практические проблемы, *1*(2), 203-206.
- 32. Саидусмонов, Б. А. (2022). Тошкент вилоятида транспорт ва унинг коммуникация тизимининг ривожланиши. *Academic research in educational sciences*, *3*(5), 1299-1304.
- 33. Саидусмонов, Б. А. (2022). Тошкент вилоятида транспорт турлари шаклланишининг тарихий босқичлари. Oriental renaissance: Innovative, educational, natural and social sciences, 2(5-2), 498-506.
- 34. Саидусманов, Б. А. (2021). Жисмоний тарбия ва жисмоний маданият қадриятлар тизимида. Жисмоний тарбия ва спорт мутахассислари таффакур, 1(1), 240-241.
- 35. Qodirova, F., Ibadullayeva, S. N. (2022). Barcha bolaga birdek sifatli ta'limni ta'minlash davr talabi. Inklyuziv ta'lim, 1(1), 243-246.
- 36. Qodirova, F., Ibadullayeva, S. N. (2022). Nutq ustida ishlashning tizimli yondashuvlari orqali eshitishida nuqsoni bo'lgan bolalarni inklyuziv ta'limga tayyorlash. Pedagogik ta'lim innovatsiyon klasteri, 1(1), 350-352.
- 37. Qodirova, F., Ibadullayeva, S. N. (2021). Ta'limda tolerantlikka erishish kelajak oʻqituvchisini inklyuziv ta'limga tayyorlashga erishish sharti sifatida. Zamonaviy maktabda va jamiyat aloqadorli, 1(1), 61-65.
- 38. Ишматова, О. С. (2021). Цели и задачи исследования развития устной речи детей с нарушениями слуха средствами фонетической ритмики. in наука, образование, инновации: актуальные вопросы и современные аспекты (pp. 241-243).
- 39. Ishmatova, O. S. (2022). Boshlangich talim sifatini yangilashda umumtalim maktablarda logopedik shaxobchalar faoliyatining orni. *Barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali*, *2*(10), 388-391.
- 40. Файзиева, У. (2021). Перспективы обучения детей с нарушениями слуха и оснащения специализирован. Наставник, 35(35), 4-5.
- 41. Файзиева, У. (2021). Новый подход и интерактивные методы в процессе инклюзивного образования. Наставник, 30(30), 75-78.



Website:



- 42. Fayziyeva, U. (2021). Alohida ehtiyojli bolalarning inklyuziv sharoitda ta'lim olishining tashkiliy va metodik asoslar. Maktab va hayot, 5(1), 125-132.
- 43. Tojiboeva, G. (2022). Management competence of hydraulic education teacher. *Conferencea*, 1-2.
- 44. Rifovna, T. G. (2022). The specificity of the school Rivoge (development) in the development of the professional competence of the future primary education teacher. *Conferencea*, 478-480.
- 45. Тожибоева, Г. Р., & Бекирова, Э. (2022). Формы развития социальной компетентности младших школьников во внеурочной деятельности. *Conferencea*, 244-246.
- 46. Тожибоева, Г. Р. (2022). Профессиональная компетентность учителя начальных классов. World scientific research journal, 2(1), 94-99.
- 47. Тожибоева, Г. Р. Салихова, Р. (2022). Значение рефлексивной компетенции учителей начального образования. Перспективы развития образовательного инновационного кластера, 1(2), 302-304.
- 48. Тожибоева, Г. Р. (2022). Значение рефлексивной компетенции учителей начального образования. Перспективы развития образовательного инновационного кластера, 1(2), 304-307.
- 49. Tojiboeva, G. R. (2022). Shaxsga yo'naltirilgan yondashuv asosida kasbiy kompetentlikni rivojlantirish masalalari. Таълимни ташкил этишнинг педагогик-психологик жиҳатлари, 1(1), 186-191.
- 50. Tojiboyeva, G. R., & Elmuradova, G. M. (2022). Rahbar va xodimlar o'rtasidagi nizolar va ularni bartaraf etish yo'llari. *Central Asian Academic Journal of Scientific Research*, 2(2), 68-72.
- 51. Тожибоева, Г., Юнусова, М., & Салахова, Р. (2021). Use of didactic material in the process of learning writing. *Herald pedagogiki*. *Nauka i Praktyka*, 1(1).