



LEXICAL TOOLS FORMING THE ARTISTIC TEXT: HOMONYMS

G. A. Kholboeva

Candidate of Pedagogical Sciences, Docent of JSPU

M. Anorboeva

2nd Year Master's Student in the Field of Theory and
Methodology of Education and Training

Abstract:

This article provides information about the methods of using homonyms from lexical tools to express the sound structure of the Uzbek language and written speech in the native language and reading literacy classes of elementary school students.

It is known that primary education is an important stage in the continuous education system. Teaching the mother tongue takes the main place in it. In addition to the development of the main types of speech activity in students, mother tongue education in primary grades aims to solve the following important issues:

The content of the knowledge given in the mother tongue in the elementary grades is about the sound structure of the Uzbek language and the ways of expressing sounds in written speech, about the change of words and the connection of words in a sentence, the morphemic composition of words and word formation, consists of knowledge about the lexical-semantic group of words, the correct writing rules of the Uzbek language and the use of punctuation marks. The given knowledge serves to develop students' speech.

The lexical tools forming the artistic text have different characteristics. They mainly consist of homonyms, synonyms, antonyms, paronyms. These lexical tools are widely used in the 1st-2nd-3rd grade mother tongue reading literacy and 4th grade textbook texts. In this section of the work, we analyze the lexical tools and their specific features based on the ideas in the literature.

Homonyms

Some words in the language are similar in form, some in meaning, and the same in pronunciation. The meanings of some words are opposite to each other. According to these characteristics, words are divided into the following groups.

Homonyms (Greek *omos* the same, *onomo* or *onumo*, *onom*) are words with the same pronunciation and spelling, but different meanings: face (noun) - face (thigh), tut (tree) - tut (movement).





Homonyms can refer to the same word group or to different word groups: noun - noun, noun - animal. Both belong to the same word group. Homonyms within the same group retain their homonyms even when they receive suffixes.

It is necessary to distinguish between homonyms and polysemous words. No matter how many meanings polysemous words have, these meanings are interconnected. This feature distinguishes polysemous words from homonyms. Since homonyms are different words, there is no connection between their meanings. If the connection between the meanings of polysemous words is broken, a monim is formed: *kun - quyosh* (figurative meaning), *kun* - the bright part of the day illuminated by the sun (figurative meaning); *dam - nafas* (own meaning), *dam - bosqon* (figurative meaning); *ko'k - rang* (own meaning), *ko'k - osmon* (figurative meaning). Now these words are synonymous with each other. There are following types of homonyms:

- 1) lexical homonyms are homonyms between words. *Soch* member, *soch* – movement, *oq* – color, *oq* – movement.
- 2) phraseological homonyms are phrases, i.e. figurative, is the homonymy between the compounds having influence: *boshga ko'tarmoq* – to admire, *boshga ko'tarmoq* – to riot.
- 3) grammatical homonyms are of two types: a) morphological homonyms are homonyms between adverbs: *to'kin dasturxon* (adjective maker) – *ekin* (noun maker); b) syntactic homonyms are between phrases or sentences: homonymy of phrases: *yolg'ondan hayron bo'lmoq*, (to be surprised by a lie) - *yolg'ondan hayron bo'lmoq* (to be surprised as lie). The phenomenon of equal occurrence in the expression plan of language units is called homonymy. This phenomenon occurs not only in words, but also in grammatical units.

Words with the same pronunciation and spelling, but different meanings, are lexical homonyms.

For example: *o't* (fire) – *o't* (plant), *kamar* (belt) – *kamar* (river, a deep place carved by water in the mountains), etc. There are two types of lexical homonyms: 1) Homonymous expressions, 2) Homonymous forms (homofoms).

"Homonymous expressions" are words with the same form and different meanings. Usually, they belong to the same group of words, so idioms retain their homonymy feature even when they are used in speech with different additions. For example, *ot* (in the meaning of the name) – *otim*, *oting*, *oti*, *otni*, *otga*, *ot* (in the sense of an animal) also: *otim*, *oting*, *oti*, *otni*, *otga*.

Such homonyms can sometimes belong to different word groups. This is why they should not have the feature of Grammatical formation (addition). For example, *albatta* (adverb – *albatta boraman*) – *albatta* (modal word – *Albatta, boraman*) or



balki (conflict binder) – *balki* (modal word – *Balki, kelmas*). *Tabiiy* (adjective – *tabiiy tola*) – *tabiiy* (modal word: *Bu gapni sizga aytmasligi, tabiiy*).

"Homonymous forms" are words that are equivalent only from certain grammatical forms (that is, with some addition). For example: *soz* (noun, the name of a musical instrument) – *soz* (adj, good), *burun* (noun, the name of a human organism) – *burun* (adverb of time, before), *tut* (noun, tree fruit) – *tut* (verb, catch). It can be seen that homonyms occur within different word groups and lose their homonymous character with the addition of a suffix, because the words are different in terms of the group and receive different suffixes. Omomorphs are also called omolexemes.

"Homonymous forms" occurs between noun and verb, noun and adjective, noun and adverb, number and noun, (*qirq* – number – *qirq* – ceremony name), adj and noun (*yupqa* – adj – *yupqa* the name of the food). Of course, there are a lot of omolexems belonging to the group of nouns and verbs in our language.

Homonyms in the Uzbek language can be from two to six. In the language, homonyms occur in the following ways:

1. Some forms of words that have existed in the language since time immemorial become equal by chance. For example: *ot, yoz, yong, yot, shim, qo'y, osh, ter* etc.

2. A word with one meaning becomes a word with multiple meanings as a result of the transfer of meaning, later, the connection between the meanings is forgotten and two lexemes appear on the basis of one word. *Kun* (sun) – *kun* (day), *kengash, sovuq, issiq, doira* etc.

3. Words borrowed from another language remain equivalent in form.

A) a word from another language and a word belonging to its own layer: *bog'* (orchard, Tajik) – *bog'* (knot, Uzbek), *sham'a* (gesture, Arabic) – *sham'a* (tea cup, Uzbek), *avra* (surface of clothes, Tajik) – *avra* (turn your head and pass your word, Uzbek).

4. As a result of word formation, homonyms are formed: *otliq* (horse riding) – *otliq* (named, called), *bo'ydor* (taller than normal) – *bo'ydor* (pungent smell), *romchi* (master) – *romchi* (fortune teller), *qirq* (number) – *qirq* (ceremonial name) etc.

In our speech, there are omophone and homograph words that are similar to homonyms.

Homophones are words with the same pronunciation but different spellings. For example, *to'n* (cloth) – *ton* (sound tone), *to'rt* (numbe) – *tort* (confectionery product).

Homographs are words that are spelled the same but pronounced differently. For example, *tok* (grape) – *tok* (electrical current), *tom* (top of the house) – *tom* (volume), *ton* (not admitting) – *ton* (tone).

Homonyms should be distinguished from polysemous words. Because both of them are homogeneous in form and express more than one meaning. The difference is that





homonyms are separate words with the same form, while polysemous words are different meanings of the same word.

Homonyms are used in the creation of tajnis art, askiya and payrov in fiction.

Homonyms are similar words, words with the same pronunciation and spelling but different meanings.

Yo rab ul shahdu shakar yo labdurur,

Yo magar shahdu shakar yolabdurur,

Jonima payvasta novak otqali,

G'amza o'qin qoshig'a yolabdurur. (A. Navoiy)

1. *Yoki labdir-*(in the first verse)
2. *Yalabdimikan-*(in the second verse)
3. *Yoylabdi* (shot)- (in the fourth verse)

Tiyg'i ishqiyarosidur butmagan,

Dardini har kimga aytib butmagan,

Hajr sahrosida ohim o'tidin,

Onda gul yohud giyohe butmagan. (A. Navoiy)

1. *Bitmagan* – in the sense of unhealed
2. *Tugatmagan-* Unfinished
3. *O'smagan-* Ungrown

The main goal of teaching mother tongue in general secondary educational institutions is to express one's opinion correctly and fluently verbally and in writing, to have a culture of reading, to be able to think independently and creatively. It is the development of a person who understands his thoughts and has a culture of communication and speech.

As the main task of teaching mother tongue science, "Formation of speech competence aimed at thinking of the student's personality, understanding the opinion of others, being able to express one's opinion in oral and written form; to develop the learner's knowledge of grammar (phonetics, lexicology, writing, word structure, word formation, morphology, syntax, writing and spelling, punctuation, speech styles, stylistics); It is appropriate to conclude that it consists of forming linguistic competences aimed at developing correct and fluent expression by effectively using the wide possibilities of the mother tongue.



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