



HOMONYMY OF WORDS AND CLASSIFICATION OF HOMONYMS

Ruziev Khusniddin Bakhritdinovich

Termiz State University

Teacher of the department of English language and literature

Abstract: *This article deal with homonymy of words and classification of homonyms Different homonymy of words in English are explained and analyzed.*

Key words: *homonymy, monosyllabic structure, lexicographers, lexical and grammatical semantic components.*

Homonymy is the relationship between words with identical forms but different meanings. Words that have completely different meanings. They are pronounced a similar or spelled a similar. The word will be used as a equivalent word for each homonym and homonym. Homonyms area unit words that sound alike however area unit spelled otherwise and have utterly completely different meanings. Words identical in sound-form but different in meaning are traditionally termed homonymous. English is exceptionally rich in homonymous words and word-forms. It's held that languages where short words abound have more homonyms than those where longer words are divalent. Therefore it's sometimes suggested that abundance of homonyms in English is to be accounted for by the monosyllabic structure of the commonly used English words. Not only words but other linguistic units is also homonymous. Here, however, we are concerned with the homonymy of words and word-forms only, so we shall not wear down the matter of homonymous affixes or homonymous phrases. When analyzing different cases of homonymy we discover that some words are homonymous all told their forms, we observe full homonymy of the paradigms of two or more different words as in seal a beast and seal – a design printed on paper by means of a stamp'.



In a simple code each sign has just one meaning, and every meaning is related to just one sign. This one-to-one relationship is not realised in natural languages. When several related meanings are related to the identical group of sounds within one a part of speech, the word is named polysemantic, when two or more unrelated meanings are related to the identical form, when two or more different forms are related to the identical or nearly the identical denotative meanings — the words are synonyms. Actually, if we describe the lexical system per three distinctive features, each of which can be present or absent, we obtain the possible combinations.

To represent these usual tables with only horizontal and vertical subdivisions are inadequate, so we make use of a mapping technique developed for simplifying logical truth functions by E.W. Veitch that proved very helpful in our semantic studies. Within the example below a little section of the lexico-semantic system of the language connected with the noun sound (as in sound of laughter) is represented as a collection of oppositions involving phonetical form, similar meaning and grammatical part-of-speech meaning. Every pair of words is contrasted consistent with sameness or difference in three distinctive features without delay.

There is a plain difference between the meanings of the symbol fast in such combinations as run fast quickly and insist firmly. The difference is even more pronounced if we observe cases where fast could be a noun or a verb as within the following proverbs: A clean fast is best than a grimy breakfast; that feasts till he's sick, must fast till he's well. Fast as an isolated word, therefore, could also be thought to be a variable that may assume several different values looking on the conditions of usage, or, in other words, distribution. All the possible values of every linguistic sign are listed in dictionaries. It's the duty of lexicographers to define the boundaries of every word, i.e. to differentiate homonyms and to unite variants deciding in each case whether the various meanings belong to the identical word or whether there are grounds to treat them as two or more separate words identical in form. In speech,



however, as a rule only 1 of all the possible values is decided by the context, in order that no ambiguity may normally arise.

There's no danger, for example, that the listener would need to substitute the meaning 'quick' into the sentence: it's absurd to own hard and fast rules about anything (Wilde), or think that fast rules here are rules of diet'. Combinations when two or more meanings are possible are either deliberate puns, or result from carelessness. Both meanings of liver, a living person' and the organ that secretes bile' are, as an example, intentionally present within the following play upon words: Is life worth living? It depends upon the liver. Compare: What does one do with the fruit? We eat what we are able to, and what we will eat we can.

Classification of homonymys: Consequently all cases of homonymy could also be classified into full and partial homonymy — i.e. homonymy of words and homonymy of individual word-forms. The majority of full homonyms are to be found within the identical parts of speech, partial homonymy as a rule is observed in word-forms belonging to different parts of speech. Cases of full homonymy could also be found in several parts of speech too; for instance, for [fo:] — preposition, for [fo:] — conjunction and 4 [fo:] — numeral, as these parts of speech don't have any other word-forms.

Homonyms could also be also classified by the sort of meaning into lexical, lexico-grammatical and grammatical homonyms. In seal1 n and seal2 n, as an example, the part-of-speech meaning of the word and therefore the grammatical meanings of all its forms are identical. Possess each of them different grammatical meanings. As both grammatical and lexical meanings are differ. we describe these homonymous word-forms as lexico-grammatical. Lexico-grammatical homonymy generally implies that the homonyms in question belong to different parts of speech



because the part-of-speech meaning could be a blend of the lexical and grammatical semantic components.

There could also be cases however when lexico-grammatical homonymy is observed within the identical a part of speech, as an example, within the verbs (to) find [faɪnd] and (to) found [faʊnd], where the homonymic word-forms: found [faʊnd] — past of (to) find and located [faʊnd] — present of (to) found differ both grammatically and lexically. Modern English abounds in homonymic word-forms differing in meaning only. within the paradigms of the bulk of verbs the shape of the tense is homonymous with the shape of Participle II, for instance, asked [a:skt] — asked [a:skt]; within the paradigm of nouns we usually find homonymous kinds of the genitive Singular and therefore the Common Case Plural, for instance, brother's — brothers. it should be easily observed that grammatical homonymy is that the homonymy of various word-forms of 1 and also the same word.

There is also cases however when lexico-grammatical homonymy is observed within the identical a part of speech, as an example, within the verbs (to) find [faɪnd] and (to) found [faʊnd], where the homonymic word-forms: found [faʊnd] — past of (to) find and located [faʊnd] — tense of (to) found differ both grammatically and lexically. English language abounds in homonymic word-forms differing in signification only. within the paradigms of the bulk of verbs the shape of the past is homonymous with the shape of Participle II, for instance, asked [a:skt] — asked [a:skt]; within the paradigm of nouns we usually find homonymous varieties of the genitive Singular and therefore the Common Case Plural, as an example, brother's — brothers. It should be easily observed that grammatical homonymy is that the homonymy of various word-forms of 1 and also the same word.

Classification into monosynaptic and polysemantic words is predicated on the quantity of meanings the word possesses. More detailed semantic classifications are



generally supported the semantic similarity (or polarity) of words or their component morphemes. Below we provides a brief survey of a number of these lexical groups of current use both in theoretical investigation and practical classroom teaching. The subsequent diagram shows the relationships between homonyms (between blue and yellow) and related linguistic concepts. Several similar linguistic concepts are associated with homonymy. These include: Homographs (literally "same writing") are usually defined as words that share the identical spelling, no matter how they're pronounced. If they're pronounced the identical then they're also homophones (and homonyms) - for instance, bark (the sound of a dog) and bark (the skin of a tree). If they're pronounced differently then they're also heteronyms - as an example, bow (the front of a ship) and bow (a form of knot).

Homophones each of two or more have not the same spelling but different meaning. Homophones are words of the identical sound but of various spelling and meaning: air: heir; arms: alms; buy: by; him: hymn; knight: night; not: knot; or: oar; piece: peace; rain: reign; scent: cent; steel: steal; story: story; write: right and lots of others. within the sentence. The play-wright on my right thinks it right that some conventional rite should symbolize the proper of each man to jot down as he pleases the sound complex [rait] could be a noun, an adjective, an adverb and a verb, has four different spellings and 6 different meanings. The difference could also be confined to the employment of a character as in bill and Bill, within the following example:

How much is my milk bill?

Excuse me, Madam, but my name is John.

On the opposite hand, whole sentences is also homophonic: The sons raise meat: The sun's rays meet. To grasp these one needs a wider context. If you hear the second within the course of a lecture in optics, you may are aware of it stupidly of the chance of the primary. It's been often argued that homographs constitute a phenomenon that ought to be kept other than homonymy because the object of linguistics is sound



language. This viewpoint can hardly be accepted. Due to the consequences of education and culture written English may be a generalized national style of expression.

REFERENCES

1. Howard Ph. New words for Old. -Lnd., 1980. p. 145
2. Jespersen ,Otto. Growth and Structure of the English Language. Oxford, 1982 pp.246-249
3. Jespersen O. Linguistics. -London, 1983. p. 123
4. Longman Lexicon of Contemporary English. Longman. 1981pp.23-25
5. Maurer D.W., High F.C. New Words – Where do they come from and where do they go. -American Speech. 1982. p. 154
6. Фарманов Г. Х. Ритмико-интонационное оформление английской речи // Актуальные проблемы гуманитарных и естественных наук. – 2020, С. 93-95 GALAXY INTERNATIONAL INTERDISCIPLINARY RESEARCH JOURNAL (GIIRJ)ISSN (E): 2347-6915 Vol. 11, Issue 12, December (2023) 519
7. Фарманов Г. Х. Активизация мыслительной деятельности учащихся при проверке домашнего задания // Вопросы педагогики. – 2018, С. 96-98.
8. . Фарманов Г. Х. Основные тенденции развития систем образования в мировой педагогической практике // Вопросы педагогики. – 2017, С. 69-71.
9. Farmanov, G. X. (2020). The importance of using games in teaching English to young children. Актуальные научные исследования в современном мире, (11-12), 11-13.
10. . FARMANOV, G. X., & XURRAMOVA, D. X. (2019). The main techniques of teaching different types of pronunciation in efl classes. Наука среди нас, (5), 16-23
11. . Farmanov, G., & Shukhrat, T. (2021). THE FACTORS THAT ARE IMPORTANT FOR EFFECTIVE PRONUNCIATION LEARNING. InterConf.



12. .Farmanov Gayrat Khujakulovich. Practical ways and examples of Pragmatics. American Journal of Pedagogical and Educational Research ISSN (E): 2832-9791 | Volume 19, | December, 2023 page 106 www.americanjournal.org
13. Рузиев Х. Б. Возможности уроков английского языка в формировании коммуникативных навыков у младших школьников // Актуальные проблемы гуманитарных и естественных наук. – 2020, С. 125-128.
14. . Рузиев Х. Б. Основное значение билингвализма при изучении языка // Развитие и актуальные вопросы современной науки. – 2018, С. 101-104.
15. Рузиев Х. Б. Употребление вопросного и вопросительного предложения в устной речи в английском языке // Развитие и актуальные вопросы современной науки. – 2018, С. 69-73.
16. Рузиев Х. Б. Сравнение естественных и учебных настроек для изучения языка // Наука среди нас. – 2018, С. 314-318.
17. Рузиев Х. Б. Некоторые советы по использованию диалогов в устной речи // Наука среди нас. – 2018, С. 275-278.
18. Ruziev K. B Semantic analysis of the words of value and respect in English and Uzbek // In Человекознание. – 2018, pp. 40-41.