

Using Homonyms to Develop Students' Vocabulary

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Abstract: Vocabulary is important for the correct and clear expression of thoughts, ideas and feelings. Understanding and using homonyms correctly also helps in increasing linguistic knowledge and developing critical thinking. The article discusses the importance of using homonyms in increasing students' vocabulary. It also presents methods and tasks used in developing vocabulary based on scientific research, experiments conducted on this issue, and their conclusions. The research highlights the effectiveness of using homonyms in developing students' vocabulary and speech.

Keywords: Vocabulary, homonymy, homolexeme, context, polysemy, visual information, linguistic knowledge, portable meaning.

Introduction: A word is the basic unit of language that conveys meaning. Words and word combinations express concrete things, abstract concepts, and emotions. The sum of all words and phrases in a language is called vocabulary or lexicon. The more extensive and developed a student's vocabulary, the richer his or her speech; the more opportunities he or she has to express his or her thoughts clearly and expressively. "The issue of increasing students' vocabulary should, first of all, be reflected in school textbooks" [T. Ziyodova 10:31]. Therefore, the richness, diversity, and mobility of the vocabulary are important conditions for the successful development of speech in the methodology. Vocabulary is very important for the clear and correct expression of thoughts, ideas, and feelings [A. Jashari 1:66].

K. Kasimova, T. Ziyodova, M. Saidov, and N. Alavutdinova conducted scientific research on the development of students' vocabulary in native language lessons. The research works of the above-mentioned authors gave a number of recommendations for increasing students' vocabulary. During the work on vocabulary, the teacher should pay attention to words that are rarely used in the child's speech. The student cannot always fully master all the meanings of the multi-meaning words in the language. Because if he has mastered a certain meaning of a word in some classes, then in the next classes he will

encounter new meanings of this word.

Only when all the meanings of the word are known to the student, the possibilities of using these words will be free [N. Schmit 4:38]. This directly has a positive effect on the development of their vocabulary.

Analysis of the literature on the topic. Grammatical means or linguistic knowledge cannot be used in communication and speech without vocabulary [A. Jashari 1:65]. Grammatical means, linguistic knowledge and vocabulary are considered an integral part of the speech process. One of the important tasks of vocabulary development at school is to improve and organize work on the dictionary, to separate and justify its main directions, and to manage the process of enriching the students' vocabulary. The methodology for working on vocabulary at school includes four main areas:

1. Enriching students' vocabulary, that is, mastering new words, as well as new meanings of some words in the children's dictionary. In order to master the vocabulary of the native language, a student should add 9-10 new words to his dictionary every day, including 6-8 words in native language lessons, that is, master the meaning of these words.
2. Clarify students' vocabulary. This is a comprehensive work that includes the following:
 - a) the complete assimilation of the meaning of words that the student has not fully mastered, that is,

determining their meaning by putting these words in context and clarifying their meaning by comparing them with words that are close in meaning, choosing antonyms;

b) mastering the ironic meaning of words, words with multiple meanings;

c) mastering the synonyms of words and the semantic aspects of such words;

d) mastering the meaning of some phraseological units.

3. Activating the dictionary, that is, transferring words from the passive dictionary that students understand the meaning of, but do not use or rarely use in their speech activity, to the active dictionary. To do this, word combinations and sentences are formed with the participation of these words, which are used in retelling what they have read, in conversations, presentations and essays.

4. Transferring words that are not used in the literary language from the active vocabulary of students to the passive vocabulary. Such words include simple words and phrases used in some literary works, colloquial language, dialect, slang and words related to a social group that are not part of the literary language norm, which have been mastered by children under the influence of their speech environment. Having mastered the concept of the literary language norm, students begin to use words from the literary language instead of the words explained above. Most importantly, as their skills in the literary language are strengthened, dialect, slang words, simple words and phrases used in colloquial language begin to leave the active vocabulary of students.

Lexemes that are equal in expression are called homolexemes (Greek homos - the same). When defining homolexemes, both the similarity in pronunciation and the similarity in literal (graphic) expression are taken into account [Sh. Rahmatullayev 6:37]. Homonymy is the phenomenon of equality of lexemes in the expression plan (pronunciation and spelling) [H. Jamolkhonov 5:177]. Sh. Rahmatullayev notes that there are opinions that homonymy is sometimes assessed as a negative phenomenon, that it interferes with the correct and rapid understanding of the idea and is considered an excessive burden for the language. At the same time, he emphasizes that it is difficult to agree with this opinion, since it is rare to find a homonymy alone to form a sentence and express an idea. Norbert Smith also noted in his research that homonyms are an excellent opportunity for language learners to expand their vocabulary and develop critical thinking skills.

Enriching vocabulary, as well as developing speech,

helps to organize educational activities aimed at the following goals:

- perception and understanding of the semantic content of the words and groups of words being studied, the types of meaning of these words, homonymy, antonymic and synonymous relationships, word harmony and stable combinations;

- development of the ability to explain the meaning and usage features of words in speech;

- formation of the ability to use words in constructing one's own speech.

Grains and Redman emphasize the importance of teaching homonyms as a means of knowing the boundaries between lexical elements.

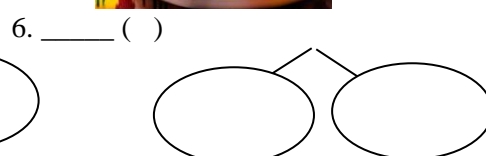
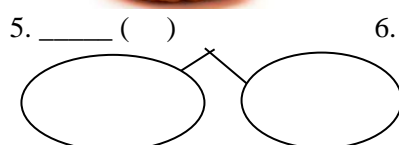
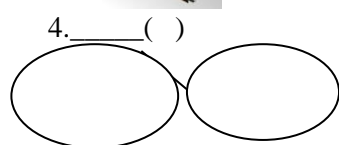
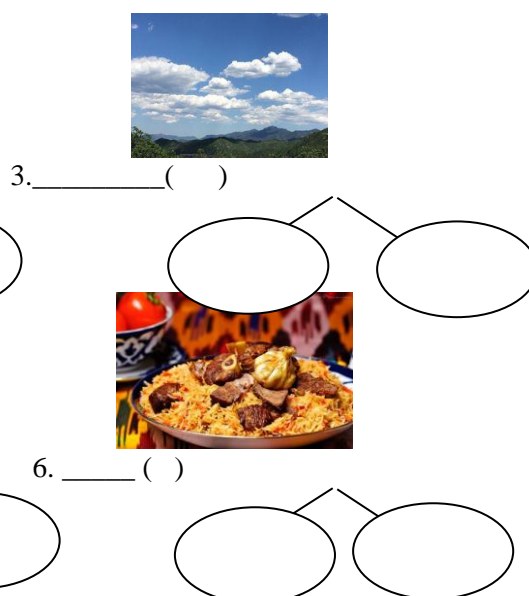
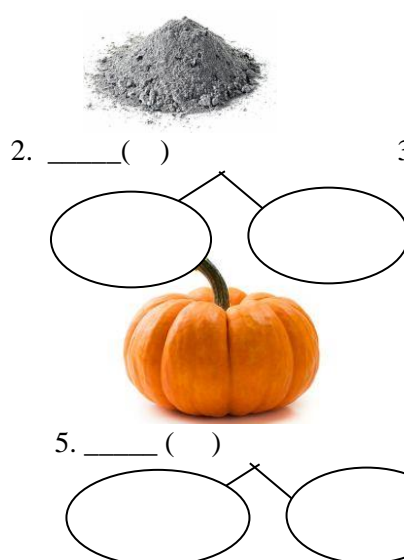
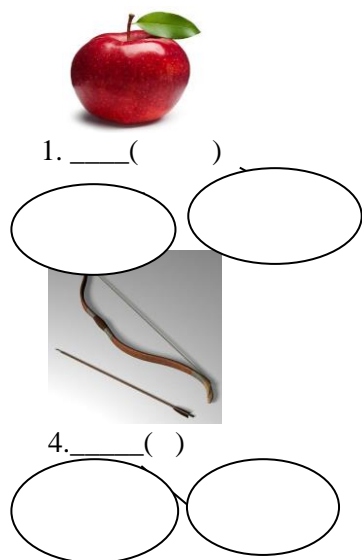
Research methodology. Understanding homonyms is very important for students, as it increases their linguistic skills and also improves reading comprehension [A. Jashari 1:67]. In this regard, knowing, understanding and appropriately using homonyms in speech helps to increase students' vocabulary. As is known, words that are pronounced and written the same but have different meanings are called homonyms. In native language lessons, it is also necessary to pay attention to the distinction between homonyms and polysemous words. Polysemous words are formed from the use of one word in its own and in its own meanings.

The difference between homonyms and polysemous words is that homonyms refer to two or more words (lexemes) that have the same form; polysemy refers to one lexeme with several meanings [H. Jamolkhanov 5]. No matter how many meanings polysemous words have, these meanings are interconnected. For example, tooth (a person's tooth), tooth (saw tooth). Homonyms, on the other hand, are different words, so there is no connection between their meanings. For example, mulberry (tree), mulberry (action); snow (freezing of water particles in the air), snow (to mix). The meaning of both homonymous words and polysemous words is determined by the text. The text usually eliminates the difficulty caused by homonymy [Sh. Rahmatullayev 6:43]. Also, textbooks often contain polysemantic and homonymous words, but students sometimes cannot distinguish them from each other. Understanding homonyms is very important for avoiding confusion in communication and correctly understanding the intended meaning. Effective teaching of homonyms requires creativity, practical exercises, and understanding of the context [A. Jashari 1:68].

V. Safanova says that in order to properly organize work with homonyms and polysemantic words, it is

necessary to use texts from books that are given as fiction and educational literature, as well as to take into account the individual characteristics of students. Julie Jacobson, Diane Lap, and James Flood, in their study titled A seven-step instructional plan for teaching English-language learners to comprehend and use homonyms, homophones, and homographs, proposed seven methods. These are:

1. Listening to and reading stories or texts that include homonyms. In this, they learn the meaning of the word in context.
2. Learning words through pictures. Visual information helps students understand words.
3. Determining the grammatical structure of words.
4. Dividing words into categories.
5. Analyzing the meanings of words and the meanings they have in context.
6. Students describing words through pantomime.



In the next task, students were asked to use homonyms in sentences, as this encourages them to show the different meanings of a word. Make a sentence using the given words.

- Ot
- Rasm
- Sana
- Til
- Fe'l
- Yuz

The first task consisted of six words related to visual information, and students had to say which word was reflected in the picture and its meaning. According to the results of the study, 2 students who participated in this task made 2 mistakes, 4 students made 1 mistake,

7. Determining the meanings of words using games.

Alda Jashari suggested using didactic games, organizing competitions, visual information, pictures, sentence construction, and comparison tasks in teaching homonyms.

Analysis and results. By giving students textual and pictorial tasks during the lesson, you can teach them similar words and increase their vocabulary. Taking these aspects into account, we used the "Visual Image" method, adapted for 7th grade students, to help students master words and related concepts.

This method was carried out in the following sequence:

- students are given handouts with pictures of objects;
- they write down what homonym is shown in the picture;
- they write down what meanings this word has.

and 6 students did not make any mistakes. Students numbered 3-8 used a synonym for the word in the third and sixth pictures. That is, instead of the word "ko'k", they used the word "osmon", and instead of the word "osh", they used the word "palov". The reason for this is that the activity of these words was preserved in the minds of students. Students numbered 1-5-8-12 used the word "kadi" instead of the word "qovoq", which was due to the influence of dialect elements in them.

The second task was to make sentences using the given homonyms, and all students completed the task without errors, because these words are in their passive vocabulary, and when they see the word, its meaning comes to their minds. Through these tasks, students mastered the words and their concepts.

CONCLUSION

Teaching homonyms can be an interesting experience

for students. By using methods such as clear definitions, interactive games, and contextual activities, teachers can create an interesting learning process that helps increase vocabulary and develop linguistic knowledge. Also, learning homonyms helps students understand how context affects meaning and develop vocabulary. Knowing that a word can have different meanings in different contexts expands linguistic knowledge and critical thinking, because students need to pay close attention to the text or the speech they are listening to in order to correctly interpret the word. In this way, they learn to choose the correct word form depending on the structure of the sentence, and also pay attention to spelling in the writing process. Knowing the different meanings of homonyms allows students to express their thoughts correctly and avoid ambiguity in writing. In conclusion, teaching homonymy is very important for developing students' literacy skills, increasing vocabulary, and developing critical thinking. Developing vocabulary not only supports speech development, but also prepares students to learn and effectively participate in communication processes on various topics.

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