



COMPARATIVE ANALYSIS OF POLYSEMY IN ENGLISH AND UZBEK

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Abstract: This article presents a comparative analysis of polysemy in English and Uzbek, focusing on its linguistic, cognitive, and translational aspects. Polysemy, the phenomenon of a single word having multiple related meanings, plays a significant role in both languages, influencing semantic interpretation, contextual understanding, and stylistic expression. The study examines primary, secondary, metaphorical, and metonymic types of polysemy, providing examples from both languages to illustrate similarities and differences. It also explores the challenges of translating polysemous words and offers strategies for achieving accurate and contextually appropriate translations. Furthermore, the article highlights the pedagogical importance of polysemy in language learning, demonstrating how understanding semantic cores and context-dependent meanings enhances learners' vocabulary, comprehension, and communication skills. Overall, the study contributes to theoretical linguistics, translation studies, and practical language teaching by offering insights into the nature, structure, and usage of polysemous words across English and Uzbek.

Key words: Polysemy, semantic analysis, English, Uzbek, lexical meaning, translation.

Introduction. The study of polysemy in linguistic studies makes it possible to understand the complex semantic structure of the language and to identify difficulties that arise in translation. In English and Uzbek, lexical polysemy is expressed by the fact that words have more than one meaning and are interpreted differently depending on the context. The analysis of polysemy in linguistics makes it possible to determine the semantic core of lexical units, determine their extended meanings and study their stylistic features. In translation studies, the study of polysemy helps to identify semantic differences between English and Uzbek languages and to develop appropriate translation strategies. However, the linguistic aspects of polysemy increase contextual vocabulary for language learners. The study of lexical polysemy in English and Uzbek languages is important not only for linguistics, but also for the field of language teaching and translation theory. The article examines polysemy in



English and Uzbek, highlighting its linguistic and translational significance. It explores semantic structures, contextual meanings, and cultural aspects of polysemous words, providing insights for language learning and translation studies.

The basic definition of polysemy is understood in linguistics as the fact that a word has several related meanings. Polysemic words enrich the semantic layer of the language and are interpreted differently depending on the context. The study of polysemy in linguistic studies is aimed at determining the primary and secondary meanings of lexical units, defining their semantic core, and investigating their extended meanings. The cognitive approach, on the other hand, sees polysemination as a concept and category that is formed in the process of human thought and understanding. Based on the same approach, it is possible to define the metaphorical and metonymic meanings of polysemic words, as well as the mechanisms of semantic expansion. While the functional aspect of polysemy is related to the study of how the word is used in different contexts, the stylistic aspect shows its influence on the methods of expression in written and spoken speech. The most common forms of polysemy in English are manifested in the metaphorical and idiomatic use of lexical units, while in Uzbek they are often expressed through context-dependent flexive forms and semantic expansion. The linguistic context, on the other hand, shows the interlingual features of polysemy, i.e., the relationship of meanings to cultural and historical factors. In this way, the study of polysemy in English and Uzbek has important value not only for the theory of the lexicon, but also for translation and language teaching practice.

Types of lexical polysemia are classified in linguistics through several basic categories. The first type is the basic polysemic meaning, which refers to the basic, central meaning of the word, which is not dependent on context. For example, in English *the word "head"* means head (organ), and in Uzbek the word *"head"* has this basic meaning. The second type is secondary meaning, that is, extended or figurative meaning derived from the primary meaning. For example, *"head of department"* in English means head of department; in Uzbek the expression *"head of department"* corresponds to this. A feature of metaphorical polysemicity is the formation of new meaning through the comparison of a word with other concepts. In English, *the expression "foot of the mountain"* is an example of a metaphorical extended meaning; in Uzbek, *"foot of the mountain"* is used in this way. Metonymic polysemination, on the other hand, refers to the use of the meaning of a word in a way that is related to another, proximate, or causal event. For example, *"the White House announced"* in English denotes the government living there; in Uzbek, *"the White House announced"* uses a similar metonym. The main similarity of



polysemy in English and Uzbek is that words have different meanings depending on the context. The difference is that some metaphorical and metonymic extensions depend on the morphological and stylistic features of the language. In English, words are often used as an independent polysemic unit, while in Uzbek, meaning is expanded through morphological suffixes and context. In this way, the classification and types of polysemy provide an important theoretical and practical framework for comparing the semantic structure of the two languages.

The analysis of the semantic structure of polysemy focuses on the semantic core and extended meanings of the word. The basic semantic core represents the central, context-independent meaning of a word. For example, the English word *"bank"* means financial institution, and in Uzbek the word *"bank"* has this basic meaning. Extended meanings derived from this basic meaning are formed in different contexts, for example, *"river bank"* is used in English in the sense of river bank; in Uzbek, the expression *"river bank"* reflects this extended meaning. Context-dependent polysemic meanings indicate that the word polysemic is interpreted differently in different situations. For example, in English, *"light"* may have a light, light, or pleasant meaning, while in Uzbek, the words *"light"* and *"light"* are used appropriately depending on the context. However, stylistic and pragmatic aspects play an important role in the application of polysemia. For example, polysemic words in formal or literary texts can have different stylistic connotations; The expressions *"head of state"* and *"head of hair"* in English, and *"head of state"* and *"head of hair"* in Uzbek show different stylistic and pragmatic features. Thus, the analysis of the semantic structure of polysemy in English and Uzbek languages makes it possible to identify the basic and extended meanings, context-dependent interpretations, and stylistic-pragmatic features. This analysis serves to ensure that polysemic words are used correctly and appropriately in the translation and language teaching process.

The difficulties of polysemy in translation are one of the issues that have been extensively studied in linguistics and translation studies. The fact that polysemic words have more than one meaning requires the choice of appropriate meaning in translation depending on the context. The English word *"bank"* may be used, for example, in the sense of, for example, a financial institution or a riverbank. The translator should choose the appropriate Uzbek equivalent, taking into account the context: *"bank"* translates as financial institution or as *"river coast"*. Similarly, when the word *"light"* is used with a light, light, or convenient meaning, the translator will determine the context and select appropriate equivalents, such as *"light," "light,"* or *"convenient."* For language learners, polysemy has a great pedagogical value. By studying



polysemic words, they develop context-based understanding of meaning and increase vocabulary. Learning the semantic and contextual aspects of polysemy provides language learners with the skills to use words correctly in different situations. For example, learning to use *the word "head"* in different texts in the sense of *"head"*, *"leader"*, or *"foot"* will develop semantic flexibility for them. At the same time, the role of polysemy in translation and language learning is twofold: on the one hand, it requires the choice of the correct meaning in translation, and on the other hand, it builds semantic understanding and contextual analysis skills in language learners. This makes the study of polysemy important in language teaching and translation practice.

The similarities of polysemy in English and Uzbek are that the words of both languages have different meanings depending on the context, which ensures semantic flexibility. For example, the word *"head"* in English can have head, leader or other figurative meanings, while in Uzbek equivalents such as *"head"* and *"leader"* are used. Their differences are manifested in the morphological and stylistic features of the language. In English, polysemic words are often used as an independent lexical unit, whereas in English the meanings are expanded through context and suffixes. Linguistic aspects further define the interlingual nature of polysemy: some polysemic meanings are related to cultural and historical factors, which need to be expressed with precision in translation. With this, a specific analysis of polysemy in English and Uzbek languages will help to understand the semantic and pragmatic features of the language.

Conclusion. This study was aimed at the theoretical and practical aspects of polysemy in English and Uzbek. The results of the study show that polysemic words enrich the semantic structure of the two languages and allow for different interpretations depending on the context. The theoretical significance is that the types, semantic cores, and extended meanings of polysemy provide the basis for linguistics and cognitive research. And the practical value is manifested in the process of translation and language teaching, since the correct understanding and use of polysemic words increases the accuracy of translation and the semantic skills of language learners. Future research may focus on a more in-depth study of the pragmatic and stylistic aspects of polysemy, as well as a specific analysis of different linguistic similarities and linguistic factors.

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