# POLYSEMY AND ITS TYPES IN THE NON-RELATED LANGUAGES

*Narzullaeva Firuza,*
*a lecturer of the department of*
*Translation Studies and Language Education*
*at Bukhara State University, Uzbekistan*

## Abstract

*This article is dedicated to the expression of the polysemy and its types in the system of non-related (English and Uzbek) languages.*

***Key words:*** *polysemy, lexeme, head, concept, word, analysis, homonym, metaphor.*

## I. INTRODUCTION

All language units are grouped into mono-semantic and polysemantic words, the polysemantic language units requires a particular careful learning.The words that mean one understanding or imagination are monosemantic words: city, village, emphasis, novel…….The words that mean several concepts or imagination are called polysemantic words: head, eyebrow, eye, hand, line, ground, lip….. If we compare the following meanings:

In Uzbek: тиззанинг кўзи, тахтанинг кўзи, булоқнинг кўзи, игнанинг кўзи, яранинг кўзи, хуржуннинг кўзи, узукнинг кўзи, деразанинг кўзи, картошканинг кўзи ва ҳоказо.

In English, only some of these lexemes are expressed with "кўз" ("EYE"): fibula, twig on a board, the source of well, eye of a needle, aperture of abscess, a part of the bag, the stone of the ring, a part of the window, eye of a potato

## II. LITERATURE REVIEW

There are several tests for polysemy, but one of them is zeugma: if one word seems to exhibit zeugma when applied in different contexts, it is likely that the contexts bring out different polysemes of the same word. If the two senses of the same word do not seem to *fit,* yet seem related, then it is likely that they are polysemous. This test again depends on speakers' judgments about relatedness, which means that it is not infallible, but merely a helpful conceptual aid. The difference between homonyms and polysemes is subtle. Lexicographers define polysemes within a single dictionary lemma, numbering different meanings, while homonyms are treated in separate entries .Semantic shift can separate a polysemous word into separate homonyms. For example, *check* as in "bank check" (or *Cheque*), *check* in chess, and *check* meaning "verification" are considered homonyms, while they originated as a single word derived from chess in the 14th century. Psycholinguistic experiments have shown that homonyms and polysemes are represented differently within people's mental lexicon: while the different meanings of homonyms (which are semantically unrelated) tend to interfere or compete with each other during comprehension, this does not usually occur for the polysemes that have semantically related meanings. Results for this contention, however, have been mixed.

For Dick Hebdige polysemy means that, "each text is seen to generate a potentially infinite range of meanings," making, according to Richard Middleton, "any homology, out of the most heterogeneous materials, possible. The idea of *signifying practice*—texts not as communicating or expressing a pre-existing meaning but as 'positioning subjects' within a *process* of semiosis-changes the whole basis of creating social meaning".

Charles Fillmore and Beryl Atkins' definition stipulates three elements: (i) the various senses of a polysemous word have a central origin, (ii) the links between these senses form a network, and (iii) understanding the 'inner' one contributes to understanding of the 'outer' one.

One group of polysemes are those in which a word meaning an activity, perhaps derived from a verb, acquires the meanings of those engaged in the activity, or perhaps the results of the activity, or the time or place in which the activity occurs or has occurred. Sometimes only one of those meanings is intended, depending on context, and sometimes multiple meanings are intended at the same time. Other types are derivations from one of the other meanings that leads to a verb or activity.

### III. MAIN PART

Apparently, the same concept is in both languages will be attached to different lexemes or alternative lexemes. The meanings of the same concept are different lexically in each language systems and accordingly their position will also vary. Broader, the relationship between word and concept is much more complicated. On the one hand, each word has a specific meaning, but it is not necessary to wait for the word to mean concept (concept meaning is nominative is a characteristic of words). On the other hand, a word (lexeme) is two and more can serve as an expression of the concept of excessive understanding: a polysemious lexeme each meaning represents a separate concept.

For example, the word "кўз"( eye )кўриш органи "body part" is the first concept, "thread of needle" is the second understanding,"узукнинг кўзи"( precious stone of the ring) means another understanding. The meaning of the polysemantic words is known only in the context: М: Бобомнинг кўзи ҳали яхши кўради(орган); Булоқнинг кўзи. Игнанинг кўзи (туйнук); Узукнинг кўзи (узукка қўйилган тош); Тахтанинг кўзи (тахтадаги доира шакл).

For example: Soames shook her hand and went downstairs (орган); He never read a book in his life and ... still writes a schoolboy hand (хуснихат); It would be like trying to make the hands of a clock move backwards to its ticking (соат мили); Mr Hunter suddenly failed, and all hands in the mill were turned off ... (ишчилар).

Sometimes it is difficult to distinguish polysemy from homonymy. In this case, we need to keep in mind that the key sense of a polysemantic word expands. As an example, we will consider the verb "to Rock", which has the meaning "big stone", "peak", "rock" and "vibration". Should we come out.It is clear that these words are undoubtedly alive. But "to Rock" and "Rock (Music)" has the connection. Because this type of music is undoubtedly linked with a move (vibration).

In terms of different meanings of the polysemantic word can unite. For example the word "blanket" has several meanings . Жун қопламли тўшак. Отнинг тўшак қоплами. Қор қоплами (кўчма маънода) - a blanket of snow.

For example: The word the main meaning of the word "crust" "a loaf of bread", and "hard layer of something" (a pie, a cake), "ice-layer on the snow" "humble man"etc….

Polysemy is important for language. Because a new word formation in the language is a complex process.

Polysemy, on the other hand, helps to gain a new meaning and enrich the lexical wealth of language.

The system of polysemantic words is formed for centuries and new meanings began to appear, and some have disappeared. The purpose of the current English language is to enriche the English dictionary and its formation of sources. There are 2 different analyses of polysemantic words.

The structure of the word is considered like the system of meanings. Finding the main word is not available in each polysemantic word. Some semantic structures have another different analysis. If we analyze an adjective "dull" is a it is very difficult to find a head or central unifying word:

1. A dull book, a dull film - uninteresting, monotonous, boring;
2. A dull student - slow in understanding, stupid;
3. Dull weather, a dull day, a dull color - not clear or bright;
4. A dull sound-not loud or distinct;
5. A dull knife-not sharp;
6. Trade is dull - not active;
7. Dull eyes (arch) - seeing badly;
8. Dull ears (arch) - hearing badly [1, 52].

Here we understand the commonality between different possible concepts. As seen from the semantic structure of the word "dull", the meaning of the word and the structure is simply separated. The meaning or concept is a small unit of concepts that have its own internal structure. It should be noted that the semantic structure of the word should be studied through these analysis.

The above examples suggest that the word "dull" A specific component is not a word in the center of the structure, but a clear component (deficient), easily uniting separated concepts. The semantic structure of the word "DULL" is easily unifying the separated concepts, not a word.

In the 2nd analysis of the structure: Each separated concept is a subject of systemic analysis, which comes as a network of semantically component.

As seen from the semantic structure of the word "dull", the meaning of the word the structure is simply separated, not a meaning or concept system is a small unit of concepts that have its own internal structure. It should be noted that the semantic structure of the word should be studied through these analyzes.

As Palmer pointed out, not only different lexemes can have different meanings but also one lexeme can give a number of meanings as well as lexemes. Such lexemes are polisemantic words.

According to Lyon, the polysemy has two or more meaning 2 ways of concepts: dependent on historical and psychological paths, one does not have to match one. The psychological dependence of two meanings is to be felt and the word is applied by speakers in different meanings. These two views can be used to differentiate polysemy to from homonymy.

The polysemantic word "head" has the following meanings: the head of a person, the head of a company, the head of a table and etc.

Now if we analyze the word "Bank", it has the same pronunciation, but the meanings are different. They are as follows:

"a business establishment in which money is kept for saving or commercial purposes or invested,

supplied for loans, or exchanged", (пул операциялари олиб бориладиган ташкилот )(банк).

2. "the slope of land adjoining a body of water, especially adjoining a river, lake or channel", (қирғоқ )

There are also other words that are historically related to not psychologically.

For example, the word "Pupil" means two different meanings, but the same word:

1. "the small, round , black holes in the center of eye", 2. "Children who go to school"

Palmer and Lyon show two kind of criterias: etymology (origin of words)and interdependence of words.

### CONCLUSION

Lexicographers learn words based on the etymology of polysemy and homonymy. Words of the same form, of the same origin are polysemic and they are given through a concept in the dictionary. Despite this words that have the same form, are of different origin, and are homonyms, and vice versa these words are expressed through different concepts in the dictionary. Thus, "head" is through one concept, and "bank" is through two different concepts and makes sense. These words are expressed through various concepts in the dictionary. So it can be said that meaning in phrases as long as the development takes place in a direction from the concrete to the abstract. Polysemantic phrases are also quite common, most of which are two and three makes sense.

### REFERENCES:

1. Asher R.E. The Encyclopedia of language and Linguistics. Oxford and New York: Pergamon Press. 1994.

2. An English - Uzbek Dictionary of selected words with explanations in English and Uzbek. - T., 2004.

3. BABAYEVA V. T., BABAYEV M. T., Sobirovna RAJABOVA S. STUDYING A FOREIGN LANGUAGE //E-Conference Globe. – 2021.      – C. 7-13.

4. Haydarova N. A (2020) Linguocultural analysis of English and Uzbek medical phraseological units describing physiological processes. European Journal of Research Development and Sustainability. Pp 15-16.

5. Imamkulova Sitora Anvarovna. (2021). Cognitive Interpretation of Degrees of Intensification. *Middle European Scientific Bulletin*, *11*(1). Retrieved from https://cejsr.academicjournal.io/index.php/journal/article/view/469

6. Косимова Нафиса К вопросу о прагматической целостности художественного текста // European journal of literature and linguistics. 2016. №3.

7. Narzullayeva Firuza. "English Phraseological Units With Somatic Components". CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE, Vol. 1, no. 1, Oct. 2020, pp. 29-31,

8. http://cajlpc.centralasianstudies.org/index.php/CAJLPC/article/view/50.

9. NARZULLAYEVA FIRUZA MAIN CHARACTERISTICS OF SOMATIC LEXICAL GROUPS IN ENGLISH ЯЗЫК И КУЛЬТУРА  Ежегодный альманах: материалы XV международной научно-практической конференции, Челябинск, 2020

10. D.Sh.Islomov. (2021). The Definition of The Concepts of «Phoneme» and «Phonostylistics». Middle European Scientific Bulletin, 9.

11. Djalolov F. F. "To the problems of complete assimilation of educational materials at schools" European Journal of Humanities and Educational Advancements (EJHEA) Vol. 1 No. 4, December 2020.p.55-57

12. Mr. Babayev Otabek Abdikarimovich. (2020). THE TRUE VALUES OF THE MAVLONO JALOLIDDIN MUHAMMAD RUMIY'S PHILOSOPHY IN RUSSIAN TRANSLATIONS. International Journal on Orange Technologies, 2(12), 68-71.

13. Olimova D. Z (2020) The effectiveness of implementation of ICT in learning process . European Scholar Journal (ESJ) Vol.1 No. 4. Pp. 9-11.

14. Ruziyeva N. FACE CONCEPT IN THE CATEGORY OF POLITENESS. European Journal of Humanities and Educational Advancements. https://www.scholarzest.com Vol. 1 No. 4, December 2020.

15. Salixova N. N ( 2020) The key of effective communication is pronunciation European Journal of Humanities and Educational Advancements. Pp.5-7.

16. Zokirova N S. (2020). TRANSLATOLOGY AND THE ANALYSIS OF ITS LINGUISTIC MECHANISM. European Journal of Humanities and Educational Advancements, 1(4), 8-10.