PROBLEM OMONOMII IN LEARNING ENGLISH

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Annotation. The article deals with issues related to the homonymy of the English language. The problem of homonyms is learned and its solution through the use of anecdotes, jokes and puns in English are considered.

Keywords: English, English language studies, homonymy, homonyms, pun, anecdote, joke.
English plays an essential role in the life of a modern person. The importance of this foreign language in the world can hardly be overestimated: more than 1 billion people use it, about 600 million people have chosen English as a foreign language. The political, economic, scientific, sports life of the whole world "flows" in English. It is the working language of the United Nations and summits, heads of state and negotiations are also held in English. International trade, the work of the banking system, transport activities, the scientific and sports world have chosen English as the official language and a living instrument of communication. Huge advantages are obvious in everyday life as well - this is the ability to travel, freely communicate with people of different nationalities; it is an opportunity to become a student of a foreign university, a prestigious job with career advancement. 80% of information in information networks is also stored in this language. Certainly, all these factors contributed to the increasing role of the English language [1].

Based on the need for knowledge of foreign languages by the new generation and specialists in various fields, the Republic of Uzbekistan pays great attention to the radical reform of teaching foreign languages, the system of teaching a foreign language and fundamental research in this area are developing. The successful integration of the Republic of Uzbekistan into the international community depends on the creation of an integrated system for teaching foreign languages and requires specific theoretical research in this area. In this regard, the tasks outlined in the decrees of the President of the Republic of Uzbekistan "On measures to further improve the system of learning foreign languages" under the number ПП-1875 dated December 10, 2012, the Cabinet of Ministers of the Republic of Uzbekistan "On Approval of the State Educational Standard in Foreign Languages of the Continuous Education "of August 2017 and in other regulatory legal acts.

It is known that the study of foreign languages from childhood is of great importance in their subsequent mastery. In this respect, responsibility lies with the
general education curriculum for the study of foreign languages, in particular the teaching of English. As in Uzbek, Russian and most other languages, there are many problems in the teaching and learning of English, including the problem of homonymy. Homonymy is a linguistic phenomenon, which is the coincidence of the spelling or sounding of linguistic units with different semantic meanings. The study of homonymy is especially important for understanding a foreign language, since different grammatical forms in it can have the same sound or spelling. Also, knowledge of homonyms is simply necessary in the practice of the English language, in which there are a large number of them. Homonymy is a certain obstacle in the process of communication, when it is necessary to determine which meaning of a word corresponds to the context of speech. Homonymy greatly complicates the memorization of new words of the language, because of it there are problems with understanding both written and spoken speech. The study of homonyms is extremely interesting from the point of view of tracking the historical meaning of the word and its changes in the process of language development. Homonymy is a sound or graphic coincidence of linguistic units, the meanings of which are not related to each other. But why is it so difficult? The phenomenon of homonymy is a difficult problem in English language learning. The solution to this problem can be the formation of the content of the lesson based on the study of homonyms, for example, puns and anecdotes. In English, there is the concept of "pun". A pun is a joke based on puns and ambiguities. Joke wordplay in English can be very difficult for learners as it requires a quick reaction, understanding not only vocabulary, but also culture and structural features of the language. Learning English is time consuming and boring for many. But you can lure and entertain a bored student with humor: anecdotes, funny stories, jokes. Humor induces relaxation, increases energy, promotes productive thinking, and has a positive effect on health. The teacher-methodologist A.E. Azarovskaya believes that there are 9 reasons why we should use anecdotes in the classroom [2]:
1) anecdote develops a linguistic guess;
2) anecdote teaches expressiveness and emotionality;
3) the anecdote contains an element of culture;
4) each joke combines various lexical units and grammatical structures;
5) anecdote is a wonderful speech material;
6) anecdote is a text;
7) an anecdote can not only be read, but also told, listened to and written down;
8) the meaning of the anecdote educates;
9) anecdote relieves tension in the lesson.

To the above, we can add that the systematic use of the anecdote in the lesson will undoubtedly contribute to the development of students' interest in the subject. In the classroom and in extracurricular work, you can use various anecdotes, funny pictures and photos, comics. They can be used at different stages of the lesson and for different purposes:

1) for an introduction to the topic of the lesson;
2) for voice charging;
3) to enrich the vocabulary;
4) for the development of oral and written speech;
5) to develop listening and reading skills;
6) to develop grammatical skills.

Understanding jokes in a foreign language is part of the learning process. The introduction of puns and jokes in the classroom plays a large role in the effectiveness of language learning. One of the main reasons is the desire to adapt students, this will help them feel more comfortable in a foreign language environment, as well as destroy the invisible language barrier. Jokes and anecdotes based on puns help develop students’ metalinguistic perception of language, as well as a meaningful understanding of the structure and form of language. It should be noted that native speakers also need a good knowledge of the country's history and culture in order to
understand a joke in their native language. Thus, metalinguistic perception of language contributes to the understanding of written and spoken language, and also helps to structure the acquired knowledge.

The most common word-play technique is homonymy. In an English lesson, different manifestations of homonymy can be presented: homonyms, homophones and homoforms, which are found in jokes and puns. The aim of the lesson is to learn how to recognize and distinguish homonyms, homophones and homoforms in written or spoken language. The easiest for learners to recognize in context are homonyms that match the sound and spelling of the word. For instance:

**Why did the teacher wear sunglasses?**

**Because his students were so bright.**

In this case, you need to correctly define the homonym “bright”, which has two meanings - “bright” and “smart”. In the example "My uncle left me a thousand pounds in his will" the word "will" in this case means "legacy", but is also the future tense form of the verb "to be". Meanwhile, these words are homoforms, which coincide in spelling and sounding only in some forms. The homonym in this sentence is the word "pounds", which can be translated into Russian as "1000 фунтов стерлингов ", but "pounds" is also a unit of measure for mass - pounds. A similar situation is observed in another example: “I had to buy a special saw to cut through the pipe”. In this case, the homonym is the word "saw", which has two meanings - "cutting tool", and is also the past tense form of the verb "to see". But the correct answer is "pipe" (it has more than two meanings - "metal pipe", "flute" / "pipe"). In another task, you may be asked to read jokes and find homonyms and homophones in them. To successfully complete the task, you need to repeat each anecdote aloud several times in order to hear the coincidences in the pronunciation of certain words and phrases:

**Customer:** Waiter! What sort of soup is that?

**Waiter:** It’s bean soup, sir.
Customer: I don’t care what it was. I want to know what it is now. Bean = been
Teacher: Tell me something that conducts electricity.
Student: Why, er…
Teacher: Yes, wire! Now name a unit of electrical power.
Student: A what? Teacher: Yes, a watt! Very good.
Why, er… = wire
A what = a watt

In the sentence “Two peanuts were walking down the street, and one was a salted” the homophone is “a salted” (translated into Russian it means “солёный”), which is pronounced the same way as the word “assaulted”, which can be translated as “напасть”. In the following example, "My three-year-old daughter is resisting a rest", you can notice the similarity with the previous sentence, the homophones in this case are the words "a rest" and "arrest". Here, difficulties can arise when not one word acts as a homophone, but a combination of an article with a noun or adjective. Another example confirms this: “Why would you never starve in desert? Because of the sand which is there "- because of the pause between the words" sand "and" which ", during reading, it takes longer to find the homophone" sandwich ". The following joke can be difficult to understand:

-What did the salad say to tomato?
-Lettuce get married.

In this case, the homophone is the word “lettuce”, which must be divided into components “let us”, which means “let's get married”. In the course of the lesson, students should be briefly acquainted with the main characteristics of homonymy, learn to find and distinguish homonyms, homophones and homoforms in the examples presented. You can also offer several examples of working with anecdotes using homonymy. For instance:

1) Choose the correct variant from the words given below and translate.
Eating should never make you sad, unless it is a ………….. meal.
1. mourning
2. morning

In this anecdote, the comic effect is achieved by using homophones, words that sound similar but different in spelling. The words morning and mourning are read the same, which can lead to a funny confusion of meanings.

2) Choose the correct variant from the words given below and translate.

What do ghosts serve for dessert?
Ice ...........
1. Scream
2. Cream

This anecdote draws an analogy with ice cream for dessert, but in the case of a dessert prepared by ghosts, the use of the word "scream" instead of "cream" is quite logical, and both options sound identical.

3) Choose the correct variant from the words given below and translate.

Q: Why was six scared of seven?
A: Because seven .......... nine.
1. Ate
2. eight

Here again we see a case of homophony. What is the humor of this language game? The fact is that the word "ate" - [eɪt] sounds similar to the numeral "eight" - [eɪt]. It turns out when we count: “seven, eight, nine”, in English it sounds like “seven ate nine”. Now the meaning of the joke becomes clear. In the next task, you are asked to listen and insert the missing words.

1) Listen to the text and add the missing words. Translate the sentences.
"I had a fall last night which rendered me unconscious for several hours"
“You don’t mean it! Where did you ..........? ”
“I .......... .. asleep!”

1. mourning
2. morning
In this case, the homophones fall (going down) and fell are played - the second form of the irregular verb fall, used in the phrase to fall asleep.

2) Listen to the text and add the missing words. Translate the sentences.

Two hats were hanging on a hat rack in the hallway. One hat says to the other, 'You stay here, I'll go on ............ ...'

There is a contrast between the words "ahead" - "a part of body" and "ahead" - "forward", which subsequently causes a laughing reaction, as one hat says to the other: "You stay here, and I will go further / on my head."

3) Listen to the text and add the missing words. Translate the sentences.
-Will you tell me your name?
- ................. ...
-Why not?

In this example, the name "Will Knot" sounds the same as the English "Will not" - "no" (in the future tense), although they are spelled differently. Accordingly, the person, not realizing that this is a name, but interpreting it as refusal to answer the question, asked: "Why not?"

4) While traveling, Jack annoyed everyone in the group with his stupid anecdotes. They finally deserted him amidst the journey. Now Jack is amidst the desert of Sahara.

In this anecdote, homographs are played up ("desert" - the verb "to leave; to abandon" and "desert" - the noun "place."

Despite the fact that the use of a language game in English classes is an effective method for eliminating the problem of homonymy, it should be noted that the consideration of homonyms in written speech and the perception of jokes with a language game by ear is a difficult task for students. In addition, due to the fact that when working with some jokes, new words are encountered, a dictionary can be used to better understand the meaning. This leads to the loss of the most humorous component of the language game in pun. Understanding jokes and puns in which
homonyms are encountered requires a certain level of language proficiency, as well as a large vocabulary. It requires constant practice of communication in a foreign language, as well as reading relevant literature, where you can track the development of the language outside the academic style of educational literature. According to A.V. Karasik, the specificity of English humorous communication lies in the tendency to actively use the space of a semi-serious communication style, which is consistent with the principle of high self-control of the behavior of the British [3].

The language game used in humorous texts, and in particular anecdotes, is a prime example of encoded information. Its purpose is to attract attention and make the reader or listener decipher its meaning on a subconscious level. Anecdotes based on homonymy are one of the shortest and most effective ways to learn the language. The use of anecdotes in an English lesson contributes to the development of students' interest in the subject, increases energy, promotes productive thinking and has a positive effect on health.

**List of used literature:**

