

THEME: ENGLISH SYNONYMIC PROBLEMS THAT UZBEK HAS ENCOUNTERED

Teacher: Abdurahimova Feruza

Student: Hoshimova Mahfuza

Fergana State University

Annotation

The article touches upon the common grammatical problem that most language learners whose level beginner have faced. It is dedicated to identifying types of synonyms which have been the most difficult part of grammar and comparing them in two languages English and Uzbek. The novelty of the article focusing on types of synonyms and difficulties that most English learners encounter while using them in their work and finding out possible solutions so as to avoid them.

Key words: *synonyms, denotative meaning, connotative meaning, ideographic, stylistic, contextual, total synonyms, euphemisms and vulgarisms.*

Nowadays, more and more people are learning foreign languages in order to succeed in their career and their study. In Uzbekistan, also, we can see that the number of language learners has increased so far as it has become easy because of different methods and techniques. However, it is common to encounter some grammatical difficulties as there are huge differences between target and native languages of learners. As a result of observation of beginners who have been using a new language, such as English, I have found out that one of the most common problem is usage of **synonyms** in our speeches and writings. It is true that we try to use wide range of synonyms in our work so as to avoid repeating same words again and again. However, sometimes, it is likely to be misused some of them as there are shades of meanings, some degrees of words, rules to use according to

stylistic meaning or different dialectical meaning that cause to lose possibility of interchangeability.

What is **Synonyms**?

Synonyms (Gr. synonymous “of like meaning”, syn – “with”, onyma – “name”) are words belonging to the same part of speech, differing in sound form, and possessing one or more identical or nearly identical (similar) denotational meanings. English is very rich in synonyms. The existence of the so-called absolute synonyms (e.g. looking-glass/mirror, fatherland/homeland, etc.) is a very rare phenomenon because in the course of language development numerous old names for the same object underwent the process of differentiation and the words came to have either different shades of meaning or usage. Thus, synonyms are divided into the following groups:

- ✓ ***Ideographic***
- ✓ ***Stylistic***
- ✓ ***Contextual***
- ✓ ***Total***

The first difficulty that most pupils encounter is related to misunderstanding the basic meaning of the synonyms. Some pupils that I have talked with, know wide range of synonyms but when it comes to use it, they will misuse them. The reason why is there some synonyms that have different degree or shades of meaning, which are called **ideographic synonyms**. For instance, *Beautiful*, handsome, pretty, fine, pleasant (In Uzbek this difference can be seen when *chiroyli*, *go’zal*, *latofatli* are in context). The synonyms pretty, handsome, beautiful are more or less interchangeable. Yet, each of them describes a special type of human beauty: beautiful is mostly associated with classical features and a perfect figure, handsome with a tall stature, a certain robustness and fine proportions, pretty with small delicate features and a fresh complexion. This connotation may be defined as the connotation of attendant features. [2.p.528] Or *large*, great, huge, tremendous,

colossal (katta, ulkan, bahaybat, haybatli). Although they are synonyms, they have different degrees and own meaning. We cannot use handsome for girls or beautiful and pretty for boys and we should know the degrees of words, such as, large and tremendous. There are other examples: To shout - to yell - to bellow - to roar; To like - to admire - to love - to adore - to worship. From outside of context, there are synonyms, but in the context they show its own degree, emotive meaning. That is why, it is important to know about differences related to meaning to avoid being misunderstood by listeners or readers.

Another, difficulties are encountered, when synonyms are used for context incorrectly. “**Contextual** (context-dependent) are similar in meaning in certain context. For example, the verbs to buy and to get would not generally be taken as synonyms, but they are synonyms in the following context:

- I went to the market to buy bread. (olish uchun)
- I went to the market to get bread. (sotib olish uchun) [2.p.528]

Or:

“Tasteless – dull

Active – curious

Curious – responsive

Sometimes, Synonyms can reflect social conventions.

Clever (neutral)

Bright (Only speaking about younger people by older people)

Brainy (Is not used by the higher educated people)

Intelligent (Positive connotation)

Dever-clever (Stylistically remarked)” [5]

Contextual synonyms have been problem for new language of learners for years. Because there are not any rules for it. According to the context, any words despite its own meaning or stylistic feature or even dialectical differences can be used. For native speakers it may not be problem (in Uzbek, aslo, we have this type of synonym: sher- mard, toshbaqa-ezma, burgut ko’z- ko’zi o’tkir, miyyali- aqlli, sheryurak- botir). It has been problem for language learners because of not teaching the word with not only its connotative but also its denotative meaning and usage them in the right context. However, users must know its style and rules how and when to use in a right context which may cause another synonymic obstacle. It is called **Stylistic synonyms** that are different in usage and style.

I have observed language learners at study center who cannot use some words with right style. As a result, in their writing or speaking, they use colloquial words or informal words that decrease their marks. The reason why they encounter this types of obstacle continuously is due to lack opportunity to learn new language by the help of an authentic way, such as listening speeches in different styles. As the result of this, they tend to use some informal words in formal situations. Using the word “doc” instead of “doctor” or “bro” instead of “brother” in their formal works can be example for this situation.

There are also some aspects of synonyms that cause to create obstacle for new language learners. Every language is very rich in synonyms, especially English. It is because of some **sources** that help to increase the amount of them. O. Jespersen and many others used to stress that the English language is peculiarly rich in synonyms because Britons, Romans, Saxons, Danes and Normans fighting and settling upon the soil of the British Isles could not but influence each other's speech. British scholars studied Greek and Latin and for centuries used Latin as a medium for communication on scholarly topics. [1.p.177] All languages which came to English has impacted to some vocabularies used in the language. There are

some vocabularies that has been **borrowed from other languages** and used in English actively:

Native English words	Words borrowed from French	Words borrowed from Latin
To ask	To question	To interrogate
Belly	Stomach	Abdomen
To gather	To assemble	To collect
Empty	Devoid	Vacuous
To end	To finish	To complete
To rise	To mount	To ascend
teaching	guidance	instruction

We should not forget that it is not only borrowings from foreign languages but also other sources which have already contributed to the increase of English synonyms. It is common to encounter some words that come from its own dialects, variants, namely American accent. As a result, speakers of British English may make use of both elements of the following pairs, the first element in each pair coming from the USA: gimmick: trick, dues: subscription, long distance (telephone) call: trunk call, radio: wireless. There are also synonyms that originate in numerous other dialects as, for instance, girl: lass, lassie or charm: glamour (from Scottish). [2.p.528] Every region has founded some names for some objects related to its own history, shape of the object or origin of that thing. That is why it may cause to have some misunderstanding for new language learners, especially

when they go to the part of the country that their target language is used. Because their accent or usage of some words can be distinguished out there.

Word-forming process, such as, affixation, conversion, compounding, shortening and form are considered as a productive way of increase of synonyms in the language from history. The words already existing in the language develop new meanings and are formed by to those already in use, e.g. to enter – to come in (phrasal verbs), to verbalize – to word (conversion), popular – pop (shortening). It is true that this process helps to increase synonyms in the language, however, at the same time, it will cause to have difficulties for new language learners.

Another source is using Euphemisms and vulgarisms that are employed for certain stylistic purposes: e.g. in one's birthday suit (naked), in the family way (pregnant) – euphemisms; mug (face), bloody (devilish) – vulgarisms. [4]

Conclusion

It is true it is impossible not to encounter any mistakes related to synonyms as the language has been changing from centuries. The amount as well as the meaning of synonyms has been changing as a result of different sources, such as borrowing, dialects, stylistic words or word formation, helping to development of language. However, I have tried to find possible solution for it by the help of observation beginner and intermediate level language learners.

In order to avoid these kinds of synonymic problems, *firstly*, special synonymic dictionary that differentiates any synonyms according to the context, degree, meaning should be created and listed alphabetic order. Pupils should be encouraged to learn the denotative and connotative meaning of synonyms from their young age. *Another solution* so as to increase awareness of wide range of synonyms, teacher should use authentic materials for his or her pupils. For example, using daily reports, magazines, dialogs from real life, television interviews can teach everybody any types of synonyms and how to use them in a right context. By the help of this technique, new language learners have adapted to

real atmosphere in which real language is used, and even when they go abroad, the probability of misunderstanding of the language will be avoided. *There is other solution* related to teaching method at higher education or for students whose level has already been intermediate in the language. Nowadays, for these types of learners, teacher never use grammar translational method as their level is enough to be used other effective methods, such as, direct method, communicative approach, task based learning or audio lingual methods. However, translating different text that in different difficult level make students be aware of any types of synonyms in the usage. As in some scientific articles or novels, author try not use same word again and again, reader or translator of that work will have an opportunity to deal with different shape, style, degree and connotative meaning of synonyms. Even though this type of method is considered as an old and useless to acquire knowledge, it has been used for centuries to teach new languages. Besides that, there are some benefits of translation to improve our awareness of synonyms in new language: 1) natural and easy comparison between the target and the native language, thus facilitating faster decoding of difficult target language structures and elements, which means that by compering learners try to find exact synonymic word in their own native language 2) quick and effective comprehension control. 3) to overcome and neutralize native language transfer. In order to perform an activity understanding of the instructions is significant, and translation is a useful tool to verify the comprehension of these instructions. The use of translation method will contribute to the use of the target language effectively. Learning gets meaningful via translation, and better comprehension promotes foreign language proficiency. The Grammar-Translation method is useful because learning process is clearer, thus accuracy will be acquired by students. If they are taught new languages through different complicated texts, they will be aware of any types of synonyms that are used in different context.

In this article some of the causes of the sources and types of synonyms to increase the amount of vocabularies and to have some difficulties for language

learners have been showed. Among them the logical reasons of the development of language as a means of human intercourse, the development of abstract thinking, of a finer differentiation between various sides of one and the same concept should be considered predominant. Any extra touch of emotional color may create a synonym. The change in words is often a change in style and the effect is quite different. [3.p.132]

Through the article I have tried to give my own solution to solve some grammatical problems that the Uzbek who are learning English has already faced. It is difficult to avoid grammatical obstacle or mistakes while we are learning a new language as there are huge differences between our native and target languages. However, it is possible to overcome some of them by the help of implementing some techniques that I talked above.

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mahfuzahoshimova1@gmail.com

+99890 7821050