



## THE INTERRELATION BETWEEN DIFFERENT TYPES OF MEANINGS OF WORDS

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### Abstract

To get an English sentence, knowing the meaning of a word is fundamental. Lexicon is vital for all angles of English and building lexicon ability is significant for understanding perusing entries in English. In other words, lexicon, the consideration of English communication, becomes increasingly a fundamental calculation in social organization. In arrange to get it an English sentence effectively, it is required to combine the think about of meaning component. The discoveries express the successful ways to comprehend the new word in a perusing section and the procedures for winning over the dialect learners' challenges in learning lexicon aptitude. The reason for this can be to get it lexical meaning of a word effectively; to know the deformity of troubles in learning vocabulary and to resolve them in learning English and to get learning them increasingly.

**Keywords:** Vocabulary, communication, dialect,lexicon, lexical meaning.

### I. INTRODUCTION

Dialect could be a framework of self-assertive, vocal images whichlicense all individuals in a given culture, or other individuals who have learned the framework of that culture, to communicate or to connect. That'sto say, words express the meaning of a question or a thought in this way vocabularies play a key role in dialect learning and educating. Acceleration lexicon aptitude is additionally an effective frame of communication. So, moment dialect learners do without a doubt pay little consideration tolearn modern vocabulary. Analyzing the lexical meaning of a word and memorizing the unused vocabularies effectively are very essentially two sides of the same coin: one cannot part the coin in two. In other words, moving forward, dialect ability and lexicon securing bear a relationship with each other. The interrelationship of the meaning of a word and improving vocabulary aptitude can offer assistance moment dialect learners comprehend an English sentence increasingly.

### II. LITERATURE REVIEW

Agreeing with Michael McCarthy& Felicity O'Dell, the English lexicon incorporates a surprising extent, adaptability, and adaptability. To enhance vocabulary, they ought to ponder some good word references, as well as additional data almost meaning and utilization, and these underpin to urge more lexicon information.Other than that, learners ought to have English- English word references too.



Oxford progressed learner's word reference expressed building lexicon aptitude will offer assistance expanding the learners' remote dialect capacity and their dialect generation too.

## 2.1. Lexical relations

To compile clues as to what a dictionary 'looks like' by dissecting the comes about of a word affiliation test, one has to identify designs that exist within the information, i.e. associations between words.

This think about will center on five sorts of word relations: those based on relevant structure, (syntagmatic/paradigmatic relations), those based on meaning (sense relations), and those based on sound (clang affiliations).

## 2.2. Syntagmatic/paradigmatic relations

A syntagmatic response is related sequentially to the stimulus word i.e. it can come either before or after it in context. The relation between the tail and lazy of the dog is syntagmatic:

ex. 1 The lazy dog wagged its tail.

The syntagmatic label is a loose one. Consider the following example:

ex. 2 I woke up early, went for a jog, and finally sat down at the computer in the afternoon.

The relation between nearly computers is syntagmatic, but it is such a vague description that we would do better to look elsewhere (see 2.1.3) to draw any useful conclusions about the relationship between the words<sup>1</sup>.

Paradigmatic relations are more specific in nature. A paradigmatic response is one that is drawn from the paradigm of choices for a word at a point in time. For the stimulus word cat, possible paradigmatic responses could be feline, pet, or animal, as shown in ex.3:

ex. 3 Get your cat/feline/pet/animal out of my room!

Paradigmatic relations can only exist between words of the same grammatical class. The syntagmatic/paradigmatic distinction is not necessarily clear-cut.

If we encounter the response dog to the stimulus pet, we would tend to classify the relation as paradigmatic. It could, however, be syntagmatic:

ex. 4 A dog makes a wonderful pet.

Hence care must be taken when categorizing responses.

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<sup>1</sup>Words here means orthographic words, as these are the focus of a word-association test. For more discussion of this point, see 6.1.



## 2.3. Sense relations

Sense relations - the 'system of linguistic relationships in which a lexical item contracts with other lexical items' - range from the general (semantic/lexical fields) to the specific (synonymy, antonymy, hyponymy).

## 2.4. Semantic/lexical fields

A semantic field is an elastic term. Taken loosely, it means 'the organization of related words and expressions<sup>2</sup> into a system that shows their relationship to one another. More specific use refers to a group of related concepts that can be linked together under a single superordinate concept. The semantic field of the vehicle incorporates the concepts of a car, bicycle, transport, travel, traffic congestion, etc. Words, as opposed to concepts, make up the lexical fields that 'realize' semantic fields. This is often done imperfectly: for example, there is no lexical item to represent the semantic item of cow or bull in the same way that there is a lexical item for the horse to represent the semantic item stallion or mare.

## 2.5. Clang affiliations

Clang affiliations are phonological relations between words. Butter/batter, and hit/sit, are illustrations of clang affiliations. On the off chance that a reaction does not appear any apparent lexical relationship with a jolt word, but offers phonological likenesses, be ready to consider it a clang reaction.

## III. Research Methods

### 3.1. Reason for the Study Survey

This thinks about points:

- Understanding the lexical meaning of a word in a perusing passage for moment dialect learners
- Supporting English instructors in instructing unused vocabulary
- Knowing the troubles of moment dialect learners in learning vocabulary
- Resolving the deterrents with numerous sorts of learning strategies
- Developing both perusing ability and lexicon ability

### 3.2. Methods of the Study

This paper pointed to the moment dialect learners to know the objective and common meaning of a word and the significance of lexicon procurement in learning moment dialect.

This overview was conducted with the assistance of fifty-five Understudies within the College online. They were collected to select their learning fashion and compose down the deterrents whereas they were considering lexicon procurement. The survey was made up of understanding the lexical meaning and successful lexicon procurement, which were –

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<sup>2</sup>Instead of *words and expressions*, *concepts* would be a preferable term here. The writers do not distinguish between lexical and semantic fields.



- About the moment dialect learners' lexicon procurement
- The ways they utilize whereas they are considering an unused word in a perusing section
- The strategies they ponder to move forward modern vocabularies expertise
- The deterrents that they confront with the challenge of learning lexicon
- The compelling methodologies to get obscure words in perusing sections.

## IV. Results and Discussion

### 4.1. Discussion for understanding new words in a reading passage

**Table (1) Enthusiastic learning new words in a reading passage**

	Number of Students	Percentage of Students
<b>Interesting Words</b>	20	36%
<b>Neglect Words</b>	30	54%
<b>Trying Later</b>	5	10%

Agreeing with the table, most learners are ignored modern vocabulary in a perusing entry. When studying the causes of this reality, they were found that-

- They don't know the asset of the meaning precisely.
- They don't get the meaning.

In this manner, most learners dismissed the unused words when considering perusing sections. To overcome these truths, the learners got to know the lexical meaning of a word.

By examining the taking after the lexical meaning of a word, Dialect learners will be effectively caught on the perusing sections.

### 4.2. Fundamental information of understanding the lexical meaning of a word.

The lexical meaning of a word makes a difference for the dialect learners to get the nature of dialect. In expansion to making a difference the learners comprehend the perusing section and upgrade the composed expertise, it gives them the lexicon information and the capacity to be able to get English sentences with ease and satisfaction. "Lexical relation" is bolstered in remote dialect interpretation. In this relationship, these nine primary parts are included:

- (1) Synonymy
- (2) Antonym
- (3) Hyponymy
- (4) Models
- (5) Homophony
- (6) Homonymy



- (7) Polysemy
- (8) Metonymy
- (9) Collocation

#### **4.2.1. Synonymy**

Equivalent words are two or more shapes with exceptionally closely related implications. Cases of equivalent words are broad- wide, stow away- conceal, nearly- about, cab- taxi, freedom- flexibility, reply- answer.

#### **4.2.2. Antonym**

Two shapes with inverse implications are called antonyms. For case- enormous- little, long- brief, wealthy- destitute, lively- dead, hot- cold, etc.

Antonyms are as a rule partitioned into two primary sorts:

- Gradable antonyms
- Non-gradable antonyms

Gradable antonyms can be utilized in comparative developments like greater than- littler than and the negative of one part of the gradable match does not essentially suggest the other. For illustration, “That boy isn't tall.” can substitute with the sentence “That boy is short.”

With Non-gradable antonyms, comparative developments are not ordinarily utilized and the negative of one part does suggest the other. For example, that an individual isn't dead does without a doubt cruel that the individual is lively.

#### **4.2.3. Hyponymy**

When the meaning of one frame is included within the meaning of another, the relationship is depicted as hyponymy. A few illustrations are rose-blossom, sparrow-winged creature, poodle-pooch, cauliflower-vegetable, and banyan-tree. The concept of “inclusion” is involved in it. So the meaning of the flower is “included” within the meaning of the rose. Or, rose may be a hyponym of Blossom.

#### **4.2.4. Models**

An occurrence of a question or a concept combines its essential shapes or generalizations.

Illustration: A robin may be a model of a winged creature; a penguin isn't. (The concept of a model makes a difference clarify the meaning of certain words: e.g. “has feathers”, and “has wings”)

#### **4.2.5. Homophony**

When two or more distinctive (composed) shapes have the same elocution, they are depicted as homophones. Some examples are bare-bear, meat-meet, flour-flower, pail-pale, and sew-so.



#### 4.2.6. Homonymy

Homonymy is utilized when a word has two or more irrelevant implications. For case, understudy (at school)- student (within the eye), bat (flying animal) - bat (utilized in sports), race (challenge of speed)- race ( ethnic gather), and mole (on the skin)- mole (little creature).

#### 4.2.7. Polysemy

Polysemy can be characterized as one shape having different implications which are all related by expansion. Illustrations are the word “Head” utilized to allude to the question on the beat of the body, on best of a glass of lager, on the beat of a company or division; “Foot” (of individual, of bed, of the mountain) or “Run” (individual does, water does, colors do).

#### 4.2.8. Metonymy

Metonymy is another sort of relationship between words that replaces the title of a thing with the title of something else it is closely related. In reality, it implies a “change of name”. For case, “screen” is related to the way motion pictures were customarily appeared (or screened) in a theater.

#### 4.2.9. Collocation

Collocation or grouping of words is commonly utilized together in English. For case, draw up a contract, set a cost, make a glass of coffee, etc.

### 4.3. Discoveries to Overcome Learners’ Challenges in Learning Lexicon Expertise.

**Table (2) Lexicon learning fabric of dialect learners**

Material	Number of Students	Percentage of Students
Dictionary	10	18%
Internet or media	25	45%
Classroom	20	37%

#### 4.3.1. Watching the challenges of dialect learners

As a study result, most learners learned unused vocabulary by surfing the web or using media. They once in a while utilized the lexicon since they are boredom looking for the meaning of an unused word. Although the learners were examined in the classroom, their lexicon expertise did not progress. The shortcoming of this is often that they don’t memorize the meaning and disregard it effortlessly. Articulation and tuning in skill are moreover powerless for them. Linguistic use is additionally included in a weakened portion for the learners. To move forward in lexicon ability, the learners ought to know the taking after compelling ways.



### **4.3.2. Improving lexicon ability in compelling ways.**

Words are related to fundamental parts of discourse in English. To memorize the lexicon successfully, it is crucial to have great word references since it can make accessible to learners a part more approximately a word than its meaning techniques.

Creating note-taking abilities locks in understudies, requiring them to center and increment their consideration. The utilization of takingnotes has made it the learners simpler to memorize and expand theirconsideration moreover. In this manner, they might make strides in their lexicon procurement by looking at them each day. Instructors are too fundamental for learning modern words and empowering learners. Instructors ought to make some language learning exercises which is able ideally to lead to verbal communication For illustration- to create an unused, brief discourse utilizing expressions from two or more already learned discoursed, “Where did you go yesterday?” “I went shopping for a cap yesterday.”

Communication is at the exceptional center of victory in classroom dialect procurement. To reintroduce structures and lexicon of tall recurrence as frequently as conceivable after their beginning introduction in as numerous fitting circumstances as attainable so that understudies will be able to review them with ease when required for communication.

Finally, but exceptionally critical is to keep in mind that understanding the meaning of any articulation depends upon knowing its single components of elocution, linguistic use, lexicon, and culture. The understanding of a discourse or perusing entry develops from the arrangement for instructing and practicing most of the single components inside the materials. The learning of exchanges and perusing sections for the most part continue by rehashing them a few times and duplicating orally what learners keep in mind of it. These ways are helpful and valuable for dialect learners.

## **V. CONCLUSION**

By understanding these tips, the dialect learners’ control will be expanded day by day! The rise of knowing the meaning of a word has made the world more associated. The point of this investigationis depicted knowing the lexical meaning of a word moves forward moment dialect learners’ lexicon expertise and comprehensionof the perusing sections as well. In truth, thinks about proposes that learners who take a portion in learning vocabularies tend to perform superior in their learning moment dialect procurement than in their exams. By effectively advancing the utilization of words and the consideration of unused vocabularies, moment dialect learners can cultivate a solid community soul in their lifestyle.

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