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Annotation: This article highlights how knowledge of paronyms in primary education helps to improve language literacy and accuracy of expression, requires the correct use of appropriate words in a specific situation, and ways to correct difficulties in distinguishing the meanings of paronyms.

Key words: written speech, oral speech, paronyms, meaning, pronunciation, theoretical information, concept, skill.

In educational settings, particularly at the elementary level, it is essential for teachers to prioritize the expansion of students' vocabulary and the development of both their written and oral language skills, particularly in mother tongue instruction. Paronyms – words that are phonetically similar yet differ in meaning – are present in many languages and can pose challenges for learners. Distinguishing between the meanings of paronyms can be complex, as their subtle differences are often difficult to discern. As such, mastering the ability to correctly identify and use paronyms requires significant linguistic skill. At the elementary school level, while explicit theoretical instruction on paronyms is typically not provided, foundational preparation for understanding and recognizing such concepts is emphasized.

It is well-established that a significant portion of errors in students' speech arises from the confusion of paronyms – words with similar pronunciation but distinct meanings (e.g., in Uzbek language tanbur–tambur, tire–teri, azim–azm, dakki–daqqi, zirak–ziyrak, juda–judo and so on). Given this, it is crucial that special attention be directed toward these words within the framework of lexicological studies. Practical exercises such as analyzing the meanings of paronyms, constructing sentences with them, and exploring their synonyms and antonyms will significantly aid students in mastering their proper usage and avoiding common speech errors¹.

Paronyms play a crucial role in the Uzbek language, as their proper usage ensures linguistic accuracy, fluency, and correctness. A clear understanding of the distinctions in meaning between paronyms and their appropriate application is essential not only for mastering the language but also for its effective use in practical contexts. The study and explanation of paronyms contribute to the expansion of students' vocabulary and enhance their speaking skills. Although the phonetic characteristics of paronyms may differ, they share significant similarities in meaning and usage, highlighting their importance in achieving precision in communication.

The incorrect use of paronyms in speech, particularly the confusion of similar pairs, often arises from a lack of understanding of their meanings. To prevent such errors, it is essential for educators to clarify the meanings of paronyms that are similar in form, meaning, or usage. This can be achieved through practical activities, such as incorporating these paronyms into phrases and sentences during the instructional process, thereby ensuring their correct application.

For instance:

abadiy – everlasting	adabiy – literary
abzal – horse or donkey saddle harness	afzal – excellent, preferable

¹ A.G'ulomov, M.Qodirov, M.Ernazarova, va boshq. Ona tili o'qitish metodikasi. –T.: «Fan va texnologiya», 2012, 380 b.

azm – firm decision	azim – great, gigantic
amr – order, decree	amir – king (in ancient Bukhara)
bayon – written assignment	bayan – musical instrument
burj – 12 constellations of the zodiac	burch – commitment
bod – illness	bot – fast; sink

Dividing and analyzing paronyms into distinct groups based on their form, meaning, and usage will yield effective results. This categorization facilitates a deeper understanding of the nuances between paronyms and enhances their proper application in both written and spoken language:

- the presence of a formal commonality that is partially differentiated by one or two, sometimes more sounds: tahlil - tahrir, matbuot - matlubot, taqlid - taxlit and etc.;
- the difference of sound substitution and semantic relationship between paronymous pairs: arosat - asorat, arg'uvon - armug'on and etc.;
- the presence of common semantic aspects in lexical meanings: tanglay - manglay, kift - kaft, jiyron - jayron and etc.;
- relative closeness and similarity of lexical meanings: mahrum – marhum - mahram and etc.;
- to have a meaningful relationship with certain parties: bekinmoq - biqinmoq, nihon - pinhon, kurtak - murtak and etc.;
- certain general cases in opposition: e'tiroz - e'tirof, bema'ni - bama'ni, import - eksport and etc.

For instance: **matbuotda (gazeta, jurnal) e'lon qilindi** (published in the press (newspaper, magazine); **matlubot – iste'mol hamkorligi, keng iste'mol mollari** (consumer cooperation, consumer goods); **asorat – qoldiq, shamollash asorati, yomon asorat** (residual, cold complication, bad result), **arosat – ikkilanmoq, ikki yo'l orasida (arosatda) qolmoq** (to hesitate, to remain between two paths); **o'qituvchi mehnatiga tahsin aytmoq** (to praise the teacher's effort) – **Alisher Hirot va Mashhadda tahsil ko'rди** (Alisher studied in Herat and Mashhad).

In the language, paronyms often present challenges even for native speakers, particularly in written and formal speech. Teaching paronyms at the elementary level requires a targeted approach to help students recognize the differences between similar words and use them accurately. It is essential to explain the concept of paronyms using clear, vivid examples that children are already familiar with, facilitating their understanding and correct application.

Therefore, engaging in practical activities, such as creating texts and providing real-life examples, is highly beneficial in the 4th grade for the development of students' speaking skills. These exercises help students apply their knowledge of language in meaningful contexts, thereby enhancing their ability to use paronyms correctly and improve overall fluency in speech.

Task 1. Read aloud. Tell which sounds in the given words differ from each other. Copy them. Underline the letters that change the meaning of the words.

Bil - dil - til, tovus - tovuq, etak - etik, ko'z - kuz.

Task 2. Choose words that differ by one sound from the given words. Write the words as in the example. Underline the letters that distinguish the meaning of the word.

Don - non, boy - ..., pilla -..., choy - ..., paxta-..., bog'-

Task 3. Read aloud. What sounds do the words differ in? Copy them. Underline the letter that changes the meaning of the word. Find two other words that differ by one sound.

Bilak - tilak, lola - tola - bola, bolg'a - bolta, savob - javob, keng - teng, mosh - tosh.

Task 4. Read the words that differ by one consonant, compare their meanings. Copy the words. Underline the letter that represents the consonants that differentiate the meaning of the word.

Bog‘ - tog‘, bol - tol, bola - lola - tola - xola, uzum – uzuk - uzun, tok –tol - toy, mayna - maysa - mayka, tuz - tush - tut - tun, ozod - obod.

Paronyms in language are important not only for ensuring lexical accuracy but also from cultural and stylistic perspectives. Understanding the distinctions between paronyms is crucial, as it not only helps avoid errors but also enhances the effectiveness of speech, making it clearer, more logical, and coherent. Furthermore, it enables a better understanding of language development and structural changes. Paronyms are words that resemble each other in form but differ in meaning, making them prone to confusion, which can lead to mistakes in both speech and writing.

In elementary grades, using games and interactive tasks is an effective way to capture children's attention and facilitate learning of paronyms. One such method is the "Mosaic" technique, which can be employed as an engaging example. This approach encourages students to actively participate in identifying and differentiating between paronyms, making the learning process both enjoyable and educational.

Each group is assigned its own space. For example, sentences are written on paper, with each word separated and placed in envelopes. One student from each group selects an envelope, and the task is to arrange the words in the correct order to form coherent sentences. The students are given 3 minutes to complete the task. The group that successfully completes the task within the time limit will be declared the winner.

For example, “Uzum eng shirin meva. Bugun maktabga o‘zim bormoqchiman. Uyimiz yonida ariq bor. Sarvar juda oriq bola” sentences should be formed, but in the envelope, these sentences are divided into parts, and students should form a meaningful sentence from these separated words.

Task

eng	meva	uzum	shirin
bormoqchiman	o‘zim	maktabga	bugun
yonida	ariq	uyimiz	bor
oriq	Sarvar	bola	juda

Ready sentences

Uzum	eng	shirin	meva
Bugun	maktabga	o‘zim	bormoqchiman
Uyimiz	yonida	ariq	bor
Sarvar	juda	oriq	bola

Such brief sentences facilitate the identification of similar words within the text more efficiently. Additionally, the complexity of the task can be increased. Following this, students are presented with the following questions:

- How did you feel when you were given the task?
- What difficulties did you face while completing the assignment? How did you feel when you have done?

- How did you manage the contribution of participants?
- Did you like this task?
- Do you want to learn this way again?
- Do you want your group to change?
- Who did not participate in your group?

This method can be carried out from the 1st grade of primary school.

Paronyms in language play a crucial role not only in terms of lexical precision but also from cultural and stylistic perspectives. A clear understanding of the distinctions between paronyms helps to avoid errors, while also enhancing the effectiveness of communication. This understanding contributes to making speech more coherent and logical, and facilitates the monitoring of linguistic development and structural changes within the language.

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