EXPLORING PSYCHOLINGUISTIC ASPECTS OF HOMONYMS: A COMPARATIVE STUDY BETWEEN UZBEK AND ENGLISH

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ABSTRACT

Homonyms, words sharing the same form but differing in meaning, present intriguing cognitive challenges. This study investigates the psycholinguistic characteristics of homonyms in Uzbek and English languages. Employing a comparative analysis, this research explores the semantic and phonological dimensions of homonyms in both languages, shedding light on their cognitive processing mechanisms.

Key words: *homonyms, psycholinguistics, ambiguity, cognition, linguistics, comparative study.*

INTRODUCTION

Homonyms, a linguistic phenomenon intriguing in their cognitive implications, have garnered scholarly attention across diverse linguistic landscapes. The present study aims to delve into the psycholinguistic intricacies of homonyms in Uzbek and English, investigating their distinct features and potential cognitive effects. Understanding how speakers process homonyms in these languages can unravel fundamental insights into human language cognition. Homonyms, due to their semantic and phonological overlaps, pose intriguing challenges in language processing. While existing studies have explored these phenomena individually within specific languages, a cross-linguistic analysis of homonyms in Uzbek and

English remains relatively unexplored. This research endeavors to bridge this gap, employing a comparative approach to unravel the cognitive mechanisms underpinning homonym comprehension and usage in these languages.

METHODS

A comprehensive corpus-based analysis formed the foundation of this investigation. Samples of homonyms were collected from native speakers proficient in both Uzbek and English languages. The study focused on semantic categorization and phonological patterns of identified homonyms. Participants engaged in linguistic tasks, including categorization exercises and context-based comprehension tasks, aimed at eliciting their understanding and usage of these homonymous words.

The collected data underwent rigorous linguistic analysis, utilizing both qualitative and quantitative methods to discern patterns and differences in the cognitive processing of homonyms between the two languages. The methodologies employed ensured a robust comparative study, enabling nuanced insights into the psycholinguistic aspects of homonyms.

RESULTS

The findings from this comparative analysis reveal intriguing patterns in the semantic and phonological processing of homonyms in Uzbek and English. While certain similarities exist, notable distinctions emerged between the languages. In Uzbek, semantic ambiguity was more prevalent among identified homonyms, suggesting a denser semantic network and potentially influencing cognitive load during comprehension. Conversely, English homonyms exhibited distinct phonological variations influencing meaning, suggesting a greater reliance on contextual cues for disambiguation. Furthermore, statistical analyses of the data unveiled nuanced differences in the cognitive processing of homonyms across linguistic communities. The frequency of encountering homonyms, coupled with linguistic contexts, appeared to shape cognitive strategies in disambiguating these words within each language.

DISCUSSION

The observed differences in homonyms between Uzbek and English highlight the diverse cognitive mechanisms at play in processing these linguistic elements. The semantic richness of Uzbek homonyms implies potential implications for cognitive load and mental lexicon organization during comprehension and production. In contrast, the prominence of phonological cues in disambiguating English homonyms suggests a different cognitive approach, emphasizing the importance of context in language processing. This study contributes significantly to the broader understanding of psycholinguistics by elucidating the diverse cognitive processing mechanisms involved in dealing with homonyms across languages. Understanding these cognitive intricacies aids not only in comprehending language processing but also in crafting effective language teaching methodologies.

CONCLUSION

In conclusion, this research sheds light on the intricate cognitive mechanisms involved in processing homonyms in Uzbek and English languages. The observed differences in semantic and phonological processing underscore the importance of considering linguistic and cognitive diversity in language studies. Future investigations could delve deeper into the neurological underpinnings of homonym processing, further enriching our comprehension of language cognition and its cross-linguistic variations.

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