

## IMPLICATIONS OF HOMONYMIC COMPOUND WORDS FOR TRANSLATION STUDIES AND SECOND LANGUAGE ACQUISITION

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### ABSTRACT

This study explores the significance of homonymic compound words in the fields of translation studies and second language acquisition in English and Uzbek languages. The research investigates how semantic ambiguity, lexicalization, and structural distinctions in compound words create challenges for translators and language learners. Special attention is given to the interpretation of meanings, contextual understanding, and vocabulary development. The comparative analysis indicates that effective translation and successful language learning require not only grammatical knowledge but also semantic, pragmatic, and cultural competence. The findings suggest that misunderstanding of homonymous compounds may lead to inaccurate translation and communicative difficulties if contextual factors are not carefully considered.

**Keywords:** homonymy, compound words, translation, second language acquisition, lexicalization, semantics, English, Uzbek.

### INTRODUCTION

Homonymy is considered one of the most complicated phenomena in linguistics because words with the same form may convey completely different meanings depending on context and usage. This issue becomes more noticeable in compound words, where semantic meaning often develops independently from the meanings of the separate components. In both English and Uzbek languages, compound words frequently undergo lexicalization, semantic shift, and metaphorical extension, which may result in semantic ambiguity (Lyons, 1977[1]).

Homonymic compounds create considerable challenges in translation studies and second language learning. Translators often experience difficulties when selecting appropriate equivalents because the direct meanings of compound elements do not always correspond to the actual lexical meaning of the word. Similarly, foreign language learners may misunderstand compounds if they rely only on literal interpretation rather than contextual meaning.

For this reason, the investigation of homonymic compounds is important for improving translation quality and developing more effective approaches to vocabulary teaching and language acquisition.

### MAIN PART

In translation studies, homonymic compound words often produce semantic and contextual ambiguity. Translators must determine whether a compound is used literally, figuratively, idiomatically, or terminologically within a particular context. For instance, the English compound greenhouse may denote a structure used for cultivating plants, while in the expression greenhouse effect it carries a specialized environmental meaning. Likewise, the Uzbek compound oqsoqol literally translates as "white beard," although culturally it refers to a respected elderly person within society.

These examples demonstrate that successful translation depends not only on linguistic equivalence but also on contextual and cultural interpretation. According to Newmark

(1988[2]), accurate translation requires semantic and communicative competence, particularly when dealing with idiomatic or culturally specific lexical units. Therefore, translators should pay attention to semantic nuance and discourse context in order to preserve the intended meaning of homonymous compounds.

Homonymic compounds also influence second language acquisition. Language learners generally attempt to understand compounds through the meanings of their individual components. However, many lexicalized compounds possess meanings that cannot be predicted directly from their structure. English compounds such as butterfly, blackmail, or deadline may be confusing for Uzbek learners because their meanings are semantically opaque. Similarly, Uzbek idiomatic compounds may create interpretation difficulties for English-speaking learners.

Vocabulary acquisition becomes more complex when learners encounter compounds with figurative or idiomatic meanings. Without sufficient contextual and cultural knowledge, students may incorrectly interpret lexical items and experience communicative misunderstanding. Researchers in second language acquisition emphasize that semantic awareness and contextual exposure are essential for vocabulary development and comprehension (Lightbown & Spada, 2013[3]).

Comparative analysis also reveals typological distinctions between English and Uzbek compounds. English compounds often demonstrate greater semantic opacity and orthographic diversity due to the historical influence of different languages and lexical borrowing. Uzbek compounds, by contrast, generally preserve stronger morphological cohesion and semantic transparency because of the agglutinative nature of the language. Nevertheless, both languages contain idiomatic and metaphorical compounds that may create difficulties in translation and language learning.

Another important factor is cultural interpretation. Certain homonymic compounds reflect national traditions, historical background, or social values, which may not have direct equivalents in another language. Consequently, translators and language teachers should apply comparative and contextual approaches while explaining such lexical units.

Modern language teaching methodologies suggest that authentic materials, contextual learning, and contrastive linguistic analysis can help learners understand homonymic compounds more effectively. Exposure to real communicative situations enables students to recognize semantic distinctions and interpret compounds according to context rather than literal meaning.

## CONCLUSION

The research demonstrates that homonymic compound words have important implications for both translation studies and second language acquisition. Semantic ambiguity, lexicalization, and contextual variation frequently create challenges in interpreting and translating compound words in English and Uzbek languages.

The study confirms that effective translation requires more than grammatical accuracy. Translators must also possess semantic, pragmatic, and cultural competence in order to interpret homonymous compounds correctly. Likewise, successful second language acquisition depends on learners' ability to understand contextual and idiomatic meanings rather than relying solely on literal interpretation.

Furthermore, comparative analysis highlights both similarities and differences between English and Uzbek compounds. English compounds tend to show higher semantic opacity and orthographic variability, while Uzbek compounds generally maintain clearer structural relations. Despite these differences, both languages demonstrate the important role of context in resolving semantic ambiguity.

In conclusion, the study of homonymic compounds contributes to improving translation strategies, vocabulary teaching methods, and semantic understanding in language education. Further research may provide deeper insights into the relationship between lexical semantics, culture, and language learning processes.

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