

## PARONOMASIES IN THE TEXT-BOOKS

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The aim of this article is to learn paronomasia devices in didactic-methodic aspect used in the textbooks of the German language. The effective usage of these devices in the textbook of the foreign languages is serving to direct them to effectiveness of education and lessons to pupils' communicative needs. It is also the basis of implementation of Resolution of the President of the Republic of Uzbekistan by December 10, 2012 "About improving the education of foreign languages".

**Key words:** paronomasia, language, paronym, word, morpheme, phrase

Paronomasia is considered as specific linguistic-methodical event in the Uzbek linguistics, especially their presence in textbooks of foreign languages and is one the less studied issues by methodic researchers.

Paronomasia is the word in Greek language, which means para- "closer", onomasia- "I say". It is considered as speech unit and based on the tonality of the same words (morphemes), is used as play on words. Such kind of words in linguistics are called as paronyms. They are such words as same morphemes with the same pronunciation with different meanings. They mean different meanings according to the accent of words and the exchange of sounds (omitting of the sounds) in two paronyms. Several examples may be given as «приятно полоскать собаку, но ещё приятнее полоскать рот» in Russian, "apprendre n'est pas comprendre" in French, "lessen und nicht verstehen ist ein halbes Mussiggehen" in German, "o'qimoq boshqa, uqmoq boshqa" in the Uzbek languages. In paronomasia such words with different meanings and same pronunciation can be used in one phrase. From this point of view, paronomasia is the stylistic device which used to explain the thought emotionally through the same pronunciation. Paronomasia is used in poetry as the part of rhyme in the line. They can be met in folklore, proverbs, sayings, some stable phrases, and also in popular literature. For instance, the tale is usually begun with "Bir bor ekan, bir yo'q ekan" in Uzbek and with "es war einmal, es war keinmal" in German. The exchanging of sounds, similarity of words help to think, notice the similarity and difference of words, and also to memorize. This specificity of paronomasies is used to learn foreign languages, know the meaning of words and define the difference of word pronunciation.

There are several paronomasies can be met in textbooks of the German language as tongue twisters to the fluent pronunciation. For example, Fischer, Fritz, fischt, frische, Fische (fisher, Frits, fishing, new, fish). Though the words of

tongue twister are similar in form, but different in meaning, pupils can develop the pronunciation skills and differentiation of them.

In the literature which looked through the paronomasia, mainly was met in little poems' lines, in the last syllables as the similarity of sounds. Compare:

Die Felder Weiss	Im Sommer kalt,
Auf Flussen Eis	im winter warm
Es weht der Wind	im herbst reich,
Wann ist das Kind	im Fruhling arm

(Deutsch 5, 99 page)

The paronomasies are used there in the rhyme of poem, i.e. formed by approaching similar, but not "relative" words (Weiss-white, Eis-ice, wind- wind, kind-child, kalt-cold, warm-warm, reich- rich, arm-poor). Compare:

Den Schiffer im kleinen Schiffe  
Ergreift es mit wildem Weh,  
Er schaut nicht die Felsenriffe  
Er schaut nur hinauf in die Hoh (H.Heyne)  
(O.Jumaniyozov, Deutsch, 227 page)

These words are given as relative words (Schiffer- boatman, Schiffe-boat) or rhymed words (Schiffe-boat, Felsenriffe- rock stones). In some textbooks paronomasies are given in fairy tales.

Es war und war doch nicht, man war hungrig und war doch satt-da lebte ein Alter mit seiner Alten. Es war einmal, es war keinmal (O.Jumaniyozova, Deutsch, 221 page). (Bor ekanda yo'q ekan, och ekanda to'q ekan, bir chol bilan kampir yashagan ekan), translation of these words as Alter-chol, Alten-kampir, hungrig – och, satt-to'q etc. are similar to Uzbek variant. And certainly it helps pupils to develop the skill of translating form one language to another.

Paronomasia also can be met in the texts of textbooks of different subjects such as physics, geometry and others. In this case pupils also can understand the words' meanings in the context. For instance, Fur genaue Messungen verwendet man den Messschieber und Messschraube (Trammel and micrometer are used for definite measurement) (Z.Toshev, Deutsch).

In the conclusion, it can be underlined that the quality and effectiveness of education depends on forming communicative skills in fluent pronunciation, broaden the linguistic outlook of pupils, in defining the difference in tone and pronunciation through using paronomasias in foreign languages textbooks.

#### Used literature

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