

## Polysemy In Learning The Russian Language

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**Abstrak:** This article analyzes the theoretical and practical aspects of the phenomenon of polysemy in the process of learning the Russian language on a scientific basis. Polysemy is an important lexical-semantic phenomenon in linguistics, referring to the presence of several interrelated meanings within a single lexical unit. For students and language learners studying Russian, understanding polysemy correctly plays a significant role in comprehending speech, translating texts, and developing communicative competence. The study examines scientific approaches to the issue of polysemy in Russian linguistics, particularly the theoretical perspectives of scholars such as V.V. Vinogradov, A.I. Smirnitsky, and Yu.D. Apresyan. In addition, the article highlights the differentiation of polysemous words through context, the mechanisms of their semantic development, and their role in language teaching methodology from a scientific perspective.

**Keywords:** polysemy, Russian lexicology, polysemous words, semantics, lexical-semantic system, context, language teaching methodology, lexical unit, semantic development, communicative competence.

### Introduction.

In modern linguistics, the study of the lexical system of a language is considered one of the most important scientific directions. The richness of a language, its expressive capabilities, and communicative potential are largely determined by its lexical-semantic system. One of the key phenomena of the lexical-semantic system is polysemy, that is, the multiplicity of meanings of words. Polysemy is a natural result of language development and emerges through semantic expansion, semantic shift, and contextual usage of linguistic units. Therefore, the phenomenon of polysemy has not only theoretical but also significant practical importance in linguistics. In the process of learning the Russian language, polysemy represents an important issue that requires special attention. In Russian, many lexical units possess several interconnected meanings, and their correct interpretation is mainly determined through the context of speech. This situation may cause certain difficulties for students learning Russian, since the ability to distinguish between different meanings of polysemous words and use them appropriately in various communicative situations is one of the key conditions for mastering the language effectively.

For this reason, the scientific study of polysemy and its effective integration into language teaching methodology is considered a relevant and important task. The issue of polysemy has been extensively studied by numerous scholars in linguistics. In particular, significant theoretical contributions to the study of this phenomenon in Russian linguistics have been made by scholars such as V.V. Vinogradov, A.I. Smirnitsky, Yu.D. Apresyan, and L.A. Novikov. Their research focuses on the historical development of word meanings, semantic relationships between meanings, and systematic relations



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within the lexical structure of language. Furthermore, polysemy is shown to develop through semantic processes such as metaphor, metonymy, and functional extension, which contribute to the formation of new meanings. Polysemy also occupies an important place in the methodology of teaching Russian. The vocabulary of language learners expands through the correct understanding and use of polysemous words. If learners are able to distinguish different meanings of a word through context, their communicative competence, translation skills, and effectiveness in communication increase significantly.

### **Literature Review.**

The phenomenon of polysemy is one of the main research objects in the fields of lexicology and semantics. The multiplicity of word meanings is closely connected with semantic development, historical evolution of language, and semantic shifts occurring in speech. One of the most prominent scholars who systematically studied polysemy in Russian linguistics is V.V. Vinogradov. In his work "Russian Language: The Grammatical Doctrine of the Word", he explains the development of word meanings and polysemy as an important characteristic of the language system. According to Vinogradov, polysemy develops naturally in the process of language evolution and manifests itself through semantic connections between word meanings. He also associates polysemy with the principle of linguistic economy, emphasizing that the use of one lexical unit in several meanings expands the communicative possibilities of language. Another important theoretical contribution to the study of polysemy was made by A.I. Smirnitsky. In his work "Lexicology of the English Language", he emphasizes the importance of distinguishing polysemy from homonymy.

According to Smirnitsky, polysemy refers to a situation in which a single word develops several semantically related meanings over time. He notes that polysemy is manifested through a semantic structure consisting of primary and derived meanings. Another scholar who significantly contributed to semantic studies is Yu.D. Apresyan. In his work "Lexical Semantics", he analyzes polysemy using a systematic semantic approach. According to Apresyan, polysemy is an important element of the semantic structure of language, and each meaning within a polysemous word is connected through specific semantic components. He also emphasizes that the meaning of a polysemous word can be determined through context, communicative situations, and semantic components. L.A. Novikov also studied polysemy within the framework of the lexical-semantic system. His work "Semantics of the Russian Language" examines the development of word meanings and the formation of new meanings through metaphor and metonymy. Novikov argues that polysemy serves as an important factor in enriching the semantic potential of language and expanding the functional possibilities of lexical units. In addition, I.V. Arnold provided valuable insights into the study of polysemy. In her work "Lexicology of Modern English", she analyzes the linguistic nature of polysemy, the semantic structure of words, and mechanisms of distinguishing meanings through context. Arnold highlights that polysemy ensures semantic flexibility in language and represents an important indicator of language development. Thus, the phenomenon of polysemy has been widely studied by linguists using various theoretical approaches. These studies demonstrate that polysemy occupies an important place in the lexical system of language and plays a significant role in the development of word meanings, contextual usage, and expansion of communicative possibilities.

### **Research Methodology.**

In this study, several modern linguistic methods were applied to analyze the theoretical and practical aspects of polysemy in learning the Russian language. First, the method of scientific literature analysis was used to establish the theoretical foundation of the research. Through this method, the scientific views of Russian and foreign linguists regarding polysemy were examined. Second, the lexical-semantic analysis method was employed to study the semantic structure of polysemous words in the Russian language and the relationship between their primary and derived meanings. The contextual analysis method was also applied to determine how polysemous words function in different



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communicative situations and speech contexts. Additionally, the comparative analysis method was used to compare polysemy in Russian with similar phenomena in other languages.

Finally, generalization and systematization methods were used to analyze and synthesize the collected data, allowing for the formulation of general conclusions regarding the role of polysemy in learning Russian.

## Analysis And Results

The analysis of the lexical system of the Russian language shows that polysemy is one of the most widespread semantic phenomena. According to linguistic research, a large proportion of Russian words possess multiple meanings.

For example, studies by Yu.D. Apresyan indicate that approximately 40–50% of active lexical units in modern Russian exhibit polysemy. This demonstrates the richness of the Russian lexical system and its dynamic semantic development. Polysemous words in Russian are primarily formed through semantic processes such as metaphor, metonymy, and functional extension. For instance, the Russian word “голова” (head) originally referred to a part of the human body but later developed additional meanings such as “leader,” “main part,” or “beginning of something.” Similarly, the word “корень” (root) is used not only in botany but also in mathematics and linguistics as a specialized term. According to V.V. Vinogradov, polysemy often consists of a system of primary and derived meanings. For example, the verb “идти” (to go) initially refers to physical movement but can also denote processes such as the passage of time or the progress of an activity. The research also shows that polysemy often creates semantic difficulties for learners of Russian. For example, the word “ключ” can mean “key,” “spring (water source),” or “solution to a problem,” depending on the context. The results indicate that studying polysemy systematically significantly improves learners’ vocabulary and comprehension skills. As noted by L.A. Novikov, polysemy expands the communicative possibilities of language.

## Discussion

The results confirm that polysemy is a fundamental element of the lexical-semantic system of the Russian language. The works of scholars such as Vinogradov, Apresyan, Smirnitsky, and Novikov demonstrate that polysemy emerges as a natural result of semantic development in language.

The study also shows that context plays a crucial role in determining the meaning of polysemous words. Therefore, contextual analysis should be an essential component of language teaching methodology. However, polysemy may cause difficulties for learners of Russian as a foreign language. For this reason, teaching strategies should focus on contextual learning, semantic analysis, and practical language exercises.

## Conclusion And Recommendations

The study demonstrates that polysemy occupies an important place in the lexical-semantic system of the Russian language and plays a significant role in enriching its semantic potential. The results confirm that polysemous words emerge through historical language development and semantic processes such as metaphor and metonymy.

Based on the findings, the following recommendations are proposed:

1. Greater attention should be paid to teaching polysemy in Russian language instruction.
2. Contextual and semantic analysis methods should be widely applied in teaching polysemous words.
3. Visual tools such as semantic diagrams and charts should be used to illustrate the structure of polysemous words.
4. Practical exercises involving text analysis, translation tasks, and communicative situations should be included in language learning.
5. Specialized teaching materials focused on polysemous words in Russian should be developed.



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In general, a deeper study of polysemy contributes to a better understanding of the Russian lexical system and helps improve learners' vocabulary and communicative competence.

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