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HOMONYMIC PARADIGM AS A UNIT OF TEACHING ENGLISH

Abstract. To date, it also remains important to search for effective methods in teaching a foreign language, since the need to learn English does not lose its relevance. The main goal of learning a foreign language is to master communicative competence. Mastering lexical competence can certainly be called one of the important components of communicative competence. This article discusses the key concepts in the homonymic paradigm, describes the types of homonyms. The analysis of the scientific literature on our topic shows that the topic is not sufficiently considered in English language teaching tools, respectively, it is not reflected in the methodological system of teaching English vocabulary. This determines the relevance of our research. In the use and perception of homonyms out of context, students often find it difficult to understand their meaning. In addition, homonyms are an obstacle in understanding the context, it is often required from the speaker to specify what is being reported by bringing synonyms. Meanwhile, the main function of using homonyms in speech is their use as stylistic means and learning units in enriching vocabulary. Taking into account the above difficulties of using homonyms, we have selected groups of active homonymic pairs on individual topics, with which special tasks have been compiled. The lexical and semantic exercises proposed by us for the study of homonymous verbs in the English language are built on the principle of "from simple to complex", that is, exercises at the levels of words, phrases, sentences and super-phrasal unity. The systematic and gradual introduction of such exercises has shown a positive effect in enriching vocabulary in English classes.

Key words: lexical competence, vocabulary enrichment, teaching unit, homonymic paradigm, lexico-semantic exercises.

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ОМОНИМДІК ПАРАДИГМА АҒЫЛШЫН ТІЛІН ОҚЫТУДЫҢ БІРЛІГІ РЕТІНДЕ

Аннотация. Бүгінгі таңда шет тілін оқытуда тиімді әдістерді іздеу маңызды болып қала береді, өйткені ағылшын тілін үйрену қажеттілігі өзектілігін жоғалтқан емес. Кез келген шет тілін меңгерудің басты мақсаты – коммуникативті құзыреттілікті игеру. Лексикалық құзыреттілікті игеруді коммуникативті құзыреттіліктің маңызды компоненттерінің бірі деп атауға болады. Бұл мақалада омонимдік парадигмадағы негізгі ұғымдарға анықтама беріліп, омонимдердің түрлеріне сипаттама келтірілген. Тақырып бойынша ғылыми әдебиеттерге жүргізілген талдау көрсеткендей, тақырып ағылшын тіліндегі оқу құралдарында жеткілікті дәрежеде қарастырылмайды, сәйкесінше ол ағылшын тіліндегі лексиканы оқытудың әдістемелік жүйесінде де көрінбейді. Бұл біздің зерттеуіміздің өзектілігін анықтайды. Білім алушылар омонимдерді контекстен тыс қолдану мен қабылдау кезінде олардың мағынасын түсінуге, дәлірек айтқанда, ажыратуда қиындықтарға ұшырауы мүмкін. Оған қоса, омонимдер контексті түсінуге кедергі болып табылады, сол себепті сөйлеушіден синонимдерді келтіру арқылы хабарламаны нақтылау талап етеді. Сонымен қатар, сөйлеуде омонимдерді қолданудың негізгі функциясы – оларды сөздік қорды байытуда стилистикалық құралдар мен оқыту бірліктері ретінде пайдалану. Омонимдерді қолданудағы қиындықтарды ескере отырып, біз жеке тақырыптар бойынша арнайы құрастырылған тапсырмаларда белсенді омонимдік жұптардың топтарын таңдадық. Біз ұсынған лексикалық-семантикалық жаттығулар ағылшын тіліндегі омоним етістіктерді үйренуге арналған. Ұсынылған жаттығулар кешені "қарапайымнан күрделіге" қағидаты бойынша, яғни сөз, сөз тіркесі, сөйлем және фразалық бірлік деңгейлеріндегі жаттығуларға негізделген. Мұндай жаттығуларды біртіндеп әрі жүйелі түрде енгізу ағылшын тілі сабақтарында сөздік қорды байытуда оң нәтиже көрсетіп, тиімділігін дәлелдеді.

Түйін сөздер: лексикалық құзыреттілік, сөздік қорды байыту, оқыту бірлігі, омонимдік парадигма, лексикалық-семантикалық жаттығулар.

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ОМОНИМИЧЕСКАЯ ПАРАДИГМА КАК ЕДИНИЦА ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация. Насегодняшний день также остаётся важным поиск эффективных методов в обучении иностранному языку, так как необходимость в изучении английского языка не теряет своей актуальности. Главной целью изучения иностранного языка является овладение коммуникативной компетенцией. Овладение лексической компетенцией, безусловно, может называться одной из важных составляющих коммуникативной компетенции. В данной статье рассмотрены ключевые понятия в омонимической парадигме, представлено описание видов омонимов. Проведенный анализ научной литературы по нашей теме показывает, что тема не рассматривается в достаточной степени в обучающих средствах по английскому языку, соответственно, она не отражается в методической системе обучения англоязычной лексике. Это определяет актуальность нашего исследования. В употреблении и восприятии омонимов вне контекста обучающиеся часто затрудняются понять их смысл. Кроме того, омонимы являются преградой в понимании контекста, зачастую от говорящего требуется конкретизация сообщаемого за счет приведения синонимов. Между тем, главной функцией употребления омонимов в речи является их использование в качестве стилистических средств и единиц обучения в обогащении словарного запаса. С учетом приведенных трудностей употребления омонимов нами отобраны группы активных омонимических пар по отдельным темам, с которыми составлены специальные задания. Предложенные нами лексико-семантические упражнения для изучения глаголов-омонимов в английском языке построены по принципу «от простого к сложному», т.е. упражнения на уровнях слова, словосочетания, предложения и сверхфразового единства. Системное и постепенное внедрение таких упражнений показало положительный эффект в обогащении словарного запаса на занятиях английского языка.

Ключевые слова: лексическая компетенция, обогащение словарного запаса, единица обучения, омонимическая парадигма, лексико-семантические упражнения.

Introduction. The main goal in learning a foreign language is to master communicative competence, which is one of the indicators of intercultural

communication. In turn, the linguistic basis of communicative competence is, in particular, lexical competence. Communicative and lexical competencies can be considered as a dynamic unity: lexical competence is formed in the process of students' communicative activity, and communicative competence is improved as lexical competence develops, i.e. their formation is interdependent (Starodubtceva, 2013).

The relevance of this study is determined by the fact that in the methodology of teaching foreign languages, scientists are constantly trying to find effective ways to teach vocabulary, since even elementary communication is impossible without knowledge of words. Thus, some linguists reject the structural approach to the consideration of linguistic units, according to which vocabulary serves as a filler of grammatical structures, and its assimilation does not require effort. In recent publications, there has been an interest in linguistic units called lexical units, lexical phrases, ready-made units, verbal units of different lengths in various works. A number of researchers believe that speech production is a search for large blocks of phrases in memory (Lewis, 1997); (Nattinger et al., 1992).

In the theory and practice of teaching foreign languages, there are many studies devoted to teaching vocabulary. Scientists consider the psychological side of the assimilation of foreign language vocabulary, the processes of formation of lexical skills in the course of learning listening, reading, speaking and writing. Today we are considering ways to solve problems related to:

- the correct disclosure of the meanings of lexical units;
- classification of lexical units depending on the difficulties of their assimilation;
- selection of vocabulary for the formation of active, passive and potential vocabulary of students;
- enrichment of students' vocabulary;
- development of strategies (cognitive, communicative, etc.) that students use during the assimilation of lexical units;
- development of sets of lexical exercises aimed at the formation and improvement of lexical skills in various types of speech activity.

However, despite the existence of a number of studies devoted to the presentation of vocabulary, the organization of the process of its use in speech, the practice of teaching English at the university shows that students of non-linguistic faculties have insufficiently formed skills of operating with the studied vocabulary, especially the choice of an exact lexical unit for expressing their own thoughts, often make mistakes in the compatibility of words.

Being an integral component of all types of speech activity, lexical competence as a concept and the process of its formation are the object of research by many foreign and domestic methodologists (V.A. Kim, B.A. Zhetpisbayeva, S.M. Dzhakupov, H.T. Sheryazdanova, N.B. Zhienbayeva, J.K. Isaeva, A.T. Chaklikova, M.I. Kudritskaya, P. Bogaards, A. Hunt, D. Beglar, B. Laufer, J.H. Hulstijn, etc.). The studied works emphasize not only the importance of vocabulary as a means of communication and the role of vocabulary volume for the formation of foreign language communicative competence of students, but also the complexity of this

process due to "the hidden nature of the systematic vocabulary, the multidimensional nature of the word and its semantic relations, the direct correlation of the word with the extra-linguistic reality, which is determined by the national specifics of linguistic and cultural society" (Lapteva, 2004). This indicates that the word contains a variety of information (phonetic, grammatical, syntactic, socio-cultural, ethnographic, etc.) and is a "building material, bricks" (K. Lomb, A.B. Vitol) for the construction of a speech utterance. Unlike grammar, which reflects the relationship between classes of words and always generalizes, vocabulary individualizes the utterance, giving it a specific meaning.

There are many definitions of lexical competence in linguistic and pedagogical sciences. According to the Council of Europe document "Pan-European Competences of Foreign language proficiency: Study, training, evaluation", lexical competence is understood as "knowledge of the vocabulary of a language, including lexical and grammatical elements and the ability to use them in speech" (CEFR, 1986).

According to the Kazakhstani scientist Bulatbayeva K.N., lexical competence is the expected result of language learning; a parameter for identifying the degree of sufficiency of vocabulary within a speech topic (at the final check in the lesson), a thematic minimum (at the final check at a certain stage of learning), including the following evaluation criteria: correct use (accuracy and stylistic correspondence) of words in context; free operation of synonymous substitutions; compliance with the norms of lexical compatibility; the ability to use words derived from keywords in speech; the ability to use correlative lexical pairs based on synonymic, antonymic, paronymic and homonymic relations (Bulatbaeva, 2021).

A.N. Shamov characterizes lexical competence as "a person's ability to determine the contextual meaning of a word, compare the scope of its meaning in two languages, determine the structure of the meaning of a word, determine specifically national in the meaning of a word" (Shamov, 2007).

The definitions presented above allow us to conclude that lexical competence is a complex structural formation that includes a number of components such as: a set of knowledge, skills and abilities necessary for communication; personality traits necessary for specific activities; the ability of an individual to cope with various tasks, i.e., knowledge of ways to solve problems, experience and ability to achieve goals in a specific activity.

Vocabulary enrichment is one of the key points in learning any foreign language. Vocabulary and semantics are mobile and open systems that reflect the diversity of reality and determine the dynamics of semantics and changes in vocabulary.

In the linguistic literature, it is argued that a single system of related meanings is contained in a word. The internal integrity of a word is ensured by the integrity of its phonetic and grammatical composition, as well as the integrity of its semantics system. That is, semasiological changes are subject to a strict regularity, the process of cognition of which is complicated by many factors. These changes are the life of the word in the process of communication. And when referring to the semantic analysis of a word, you need to understand that the main goal is to observe lexico-semantic

relations in the language, to identify the potential of the word in its functioning and semantics (Akhmanova, 1957); (Vinogradov, 1977); (Kolesnikova, 1977). As words cannot live out of the system it's understandable that we consider them by groups.

There are a huge number of definitions for the word groupings. In our work we treat semantic paradigm and its elements. Thus, in T.V. Zherebilo's dictionary of linguistic terms, semantic paradigms are designated as "lexical groupings based on semantic proximity (for example, semantic field, lexico-semantic group; hypero-hyponymic, i.e. genus-species group, partitives, synonyms, antonyms)" (Zherebilo, 2010).

Kazakhstani scientist, Professor Bulatbaeva K.N. defines paradigmatic relations of words as "a unit of enriching the vocabulary and grammatical structure of speech of students, the method of compiling a word paradigm involves the selection of synonyms, antonyms, paronyms, homonyms and their derivatives to keywords on the topic based on texts and lexical dictionaries; in the learning process, stable combinations can be included in a number of paradigmatic relations" (Bulatbaeva, 2021).

Homonyms play an important role in the study of a foreign language, as the process of their cognition contributes to the deepening of important lexicological topics, as well as the development of linguistic flair (Kolesnikova, 1977); (Shchukin, 2003).

When studying homonyms:

- 1) theoretical knowledge is formed among students about the lexical stock of the studied language;
- 2) the student's communicative activity is progressing;
- 3) the threshold of the communicative obstacle is reduced;
- 4) develop knowledge, skills and abilities in the use of homonymic language units in speech in accordance with the communication situation;
- 5) the general level of students' culture increases.

The relevance of our topic is the insufficient study of the homonymic paradigm in English language teaching tools, which in turn means that this topic is also not reflected in the methodological system of teaching English vocabulary. The lexical and semantic exercises proposed by us can be used in English classes, which determines its practical significance.

Homonymic paradigm is a systematic grouping of words identical in phonetic (graphic) form, semantically opposed.

The lexical homonymic paradigm itself can be:

- complete (all the members of the paradigm relate to each other when forming)
- incomplete (only individual word forms relate to each other)

In this regard, there are:

- lexical (full) homonyms and
- lexical-grammatical (incomplete) homonyms

Full lexical homonyms belong to one part of speech and coincide in the entire system of their forms: ball (ex.event) and ball (ex.toy), etc.

There are several types of incomplete homonyms:

1) homoforms (morphological homonyms) – words that coincide only in individual word forms (wound - injury, wound - the past form of the verb to wind);

2) homophones (phonetic homonyms) – words that coincide in pronunciation, but differ orthographically (right - write);

3) homographs (graphic homonyms) – words that coincide in spelling, but differ in pronunciation (lead [li:d] - lead [led]); (Schukin, 2003);

Research materials and methods. During our research, the following methods were used: analysis of the scientific literature on this topic; analysis of the basic concepts of research; data collection and accumulation; control and measurement; study of the pedagogical process in modified and precisely considered conditions. The study was conducted on the basis of L.N. Gumilyov Eurasian National University with students of non-linguistic specialties (5B060400 Physics (natural sciences), 5B060800 Ecology, 5B011100 Computer Science (education)), the total number of students participating in the experiment was 60.

Results and discussion. So, what are the difficulties of using homonyms in learning English? Let's look at the following examples: 1. "This work has been done very well. 2. "There must be an open well in this area. As we can see, the word well is used in two different meanings and refers to two different parts of speech. In the first example, the word is an adverb, and in the second sentence it is a noun. A student may encounter this problem at any level of language learning. Insufficient study of the homonymic paradigm can lead to inhibition of the process of assimilation of educational material.

This phenomenon was diagnosed by us during classes with first-year students of non-linguistic specialties. It is important to note that in the program for university students, the topic of homonymy is not considered as a separate topic, but is introduced partly to study vocabulary together with a specific grammatical topic. We believe that students should be familiar with the topic of the homonymic paradigm at the initial stage of learning English, since the student must have basic knowledge of the use of these words in further language learning. The study was conducted in English classes while studying the topic "Dynamic and Stative verbs" with first-year students of non-linguistic specialties at the pre-intermediate level.

For diagnosis, exercises were first proposed to define the concept of homonyms, to distinguish the types and functions of homonyms. Thus, the aim was to establish how much students have theoretical knowledge on this topic, since basic knowledge about semantic paradigms (in this case homonymic) was obtained in other language subjects. For this purpose, the following types of tasks can be offered:

Find the correct definition of these types of homonyms.

Homonyms proper	are words of the same sound, but of different meaning
Homophones	are words different in sound and in meaning but accidentally identical in spelling
Homographs	are words identical in pronunciation and spelling

After checking the theoretical knowledge, you can suggest the following exercise, where the students should find verbs that are homonymous. This task contributes to the sharpening of attention to the word, the development of language flair and language thinking.

Underline verbs which can be homonyms.

Can / Jump / Lead / Play / Sing / Watch / Go / Think / Fly / Be.

In the next task, it is assumed to work with homophones (other types of homonyms can also be used). Performing this exercise requires students to have certain knowledge of the rules of reading. Determining the meaning of a word is not the main goal in this task, but it can serve as motivation for further study. An example of the task is offered below:

Match the words which sounds the same.

Sent	Cell
Dye	Rain
Reign	Cent
Sell	Lie
Lye	Die

The content of the quiz corresponded to the topic of the lesson and homonymous verbs were used in the exercises. The results of the diagnostic quiz showed that 40% of the students are familiar with the phenomenon of homonymy in English (24 students out of 60 completed the tasks correctly). The rest of the students could not correctly complete all three tasks, or had partially correct answers. Thus, it was determined that students of non-linguistic specialties studying English at the pre-intermediate level have problems in using the homonymic paradigm.

Exercises for studying homonyms should include the following goals:

- introduce homonyms in the process of learning English;
- learn homonyms in a given context;
- to form the ability to use words in oral and written speech in exact accordance with their meaning;
- the ability to use homonyms in order to diversify speech.

When creating the following exercises for the study and use of homonyms in English, the principle of “from simple to complex” was taken into account, i.e. from the level of a word, phrase, sentence to the level of super-phrasal unity.

1. Exercises at the word level may include tasks such as:

- find synonyms/ antonyms for a given word;
- identify a word that does not fit this group;
- form as many single - root words as possible, etc.;

2. Exercises at the phrase level may include tasks such as:

- compose/ match phrases to the proposed words;
- add/match several definitions to nouns;
- connect disparate words in such a way as to get idiomatic expressions / proverbs, etc.;
- pick up as many adjectives and verbs as possible to one noun;

3. Exercises at the level of sentence and super-phrasal unity. The following tasks can be included here:

- answer questions;
- finish sentences;
- connect disparate parts of sentences into a coherent text;
- put questions to the highlighted words, the answers to which can be given words or expressions;
- give your own definition of the word;
- give a description, etc. (Solovova, 2005).

Thus, adhering to the principle mentioned above "from simple to complex", we have proposed exercises for the study of homonyms on the grammatical topic "Dynamic and Stative verbs". These exercises were tested with first-year students in non-linguistic specialties. They are also offered to students of language specialties. At the end of the approbation, students showed positive dynamics in the use of homonyms within a certain context.

While completing the task "Find a synonym to highlighted homonym from the given reference words", students master the word, which in turn means mastering its meaning and norms of use in speech. Choosing a synonym, the student fixes all the meanings of this homonym proposed to him, and fixes it. Thus, the vocabulary is enriched. The examples were as follows:

- a. Can you give some more examples?
- b. I would like to participate in another play.
- c. He is a very close friend of mine.
- d. She was afraid to fly high.
- e. We couldn't find that rock.
- f. You need to strike to the goal.
- g. Please, park your car here, it's free.
- h.

(Reference words: to take to the air, dear, to be able to, cliff, performance, place, to get)

It is very important to be able to distinguish and use the appropriate meaning of a homonym in a certain context. According to S. Ullmann, the main means of distinguishing homonymy is the context, which allows avoiding a "collision" between homonyms or different meanings of the same word (Ullmann, 1970). This process is one of the important results of the study of homonyms. To do this, the task "Choose the correct meaning of homonym pair that suits to the context" was proposed.

1. I was ... (sent/cent) again home for my mistake.
2. Use only organic ... (dye/die) to color this table.
3. Not all kings ... (reign/rain) so honest.
4. Don't panic! Nerve ... (sell/cell) don't recover!
5. Don't even try to ... (lye/lie) me! I know you very well.

A variation of this task is the following wording: "Put correct variant from homonym pair to the sentence" with examples:

- (to) bark, bite/byte, block/bloc, (to) break, (to) chase
- a) The ... of this tree is very useful.

- b) He has the only job: to ... a thief all the time.
- c) If you afraid of being home alone ... the door then.
- d) After a long lecture teacher gave us a
- e) One kilobyte is 1024

The above exercises are created at the word level. They solve several problems:

- 1) Help students learn verbs that are homonyms;
- 2) Improve the ability to distinguish homonyms and use them in context;
- 3) Contribute to the in-depth study of homonyms and their fixation in long-term

memory.

The following exercises compiled at the level of the phrase. The ability to form phrases is a kind of way to determine the context. For example, using the word brake, it is very difficult to understand in what context this word is used. And having the skill of constructing a phrase, you can "narrow down the circle" of meanings in which you need to use this word. The development of such skills is a thorough preparation for the transition to the next level of training. At this stage, we have proposed such exercises as:

Cross out the phrase which is not homonym in the given line.

- a. let's take a break; don't break it; break clothes;
- b. I can do it; a can of juice; can of bread;
- c. to clip the hedge; a pencil clip; a paper clip;
- d. illicit law; illicit trade; to elicit the truth;
- e. to jam one's thoughts; to jam one's finger in the door; strawberry jam;
- f. What do you mean? a mean trick; mean zip;
- g. a perfect match of colors; a perfect match of smiles; these two things don't match;

Next task is "Put homonym phrases into two groups".

Phrases: to fly high / to catch the fly; to watch the play / to play games; to rock the swing / to climb the rock; to get the blow / to blow on fire; to close the door / to be a close friend; to watch television / to look at the watch

Verb phrases	Noun (or other) phrases

At the next stage, exercises are proposed that should be performed in the classroom to consolidate the material covered, after the students have been familiarized with the full list of proposed homonymous verbs, as well as their use in context. It should also be clarified that in the task can be used (selected) full homonyms, homophones and homographs.

Find the homonym of the given words and make up phrases with them.

Lead, pray, can, sent, need, box, strike, present, rest, right.

As verb phrases	As noun (or other) phrases

Exercises at the level of phrases consolidate the initial skills of using homonyms in written and oral speech. Performing such tasks, students already consciously use homonyms and make up phrases (knowledge stage).

The next type of tasks are exercises based on the level of sentence and super-phrasal unity. Homonyms used in context serve to form speech skills. At this level, it is significant for students to determine the belonging of homonyms to the parts of speech, since in English a strict word order is observed in the construction of sentences. In this case, work with homonyms is integrated with syntactic material. Students fix the word order in a sentence based on the correct definition of the morphological characteristics of the homonym.

Thus, it is important to distinguish the meaning of the proposed homonym, to determine which part of speech, and, accordingly, which member of the sentence will be a homonym. In the system of semantic exercises created on the principle of "from simple to complex", this level is the most difficult, since at this stage the knowledge and skills acquired and honed at the previous two stages should be involved. Examples of such exercises are offered below:

Find the homonym and comment its meaning in the sentence.

- a. What is your home address?
- b. Please address all letters to this office.
- c. Bear are animals that are of black and white color.
- d. He had not to bear that much pain before.
- e. Please book a cab for me.
- f. I like poetry books.
- g. He can play the flute.
- h. He wants a Pepsi can.
- i. An apple fell from the tree.
- j. Night fell before we got home.

Tick the sentence with correct usage of homonym.

- a. Fly is an insect with six legs
He is reading a fly right know.
- b. There are 26 letters in English.
The letters are tasty.
- c. Well did! You passed the exam.
Well done! You passed the exam.
- d. The sink likes watching TV!
The sink is in the kitchen.
- e. He was the great ruler of his time.
The period of ruler was so long.

Make up sentences with the given homonym pairs.

Flat- Flat, Gait – Gate, Heal – Heel, Kind – Kind, Leak – Leek, Light - Light

At this stage, students build sentences, and later texts using homonyms. Regular and consistent use of such exercises leads to strong memorization of homonyms, to the enrichment of vocabulary and activation of these lexical units at any stage of learning English. The structure of the exercises is universal, which makes it possible to compose the same exercises on any lexical topics.

Experimental work using the above exercises was carried out with first-year students of non-linguistic specialties at the L.N. Gumilyov Eurasian National University. During several classes (9 academic hours), the exercises were introduced

in stages and monitoring work was carried out in order to record the results. At the end of the experiment, a diagnostic quiz was conducted, where 73% (43 students) completed the tasks correctly. This, in turn, is an indicator of the effectiveness of the exercises we have proposed.

Conclusion. So, the study of the homonymic paradigm is an urgent issue, since this phenomenon is often found in the English language. However, in the methodological system of teaching foreign language vocabulary, the aspect of working with homonyms is often ignored. Meanwhile, the incorrect use of homonyms can negatively affect the very process of learning English, and can also lower motivation in general. Early and detailed study of homonyms is the task of every teacher. Systematic use of exercises aimed at studying and fixing homonyms in long-term memory has a positive effect in learning a language, which was confirmed by our study. The exercises can also be adapted to other lexical and grammatical topics in English.

Being an integral component of all types of speech activity, lexical competence as a concept and the process of its formation are the object of research by many foreign and domestic methodologists.

In this article, we have shown the work on the application of the homonymic paradigm as learning units in English. Homonymic paradigm is one of the types of semantic paradigm, which includes other types, such as synonymic, antonymic, thematic groups, hypero-hyponymic, lexico-semantic groups of words. The use of all types of word connections of this paradigm as a unit of teaching a foreign language has a basis for further consideration within the framework of the methodological system of studying vocabulary in the English-speaking system.

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