

Khazar University

Faculty: Graduate School of Science, Art and Technology

Department: English Language and Literature

Major: 60251 – Linguistics

Master Thesis

Types of Ambiguity in Oral and Written Speech in Daily Communication

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June-2023

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Abstract

The dissertation is devoted to the phenomenon of ambiguity and its expression through the system of stylistic devices in modern English and Azerbaijani languages. Ambiguity, despite its prevalence and long history of study, still cannot be called a thoroughly studied phenomenon. The phenomenon of ambiguity is considered not only in linguistics, but also in philosophy, literary studies, psychology, psychiatry, econometrics, diplomacy, logic, cognitive science, programming, mathematics, and therefore the term "ambiguity" is used in various fields where the status is defined differently. The phenomenon of ambiguity lies at the heart of the conflict between two fundamental trends in language: the desire to conserve resources creates ambiguity, and the desire for clarity fights against it. Thus, a language not only has many ways to escape ambiguity, but also has many methods to create it. The study and description of models and mechanisms that create ambiguity, including expressive devices, is of interest in terms of their practical use in effective communication. Ambiguity in linguistics is viewed from different perspectives. This multifaceted phenomenon is associated with the ontological property of language as an asymmetric dualism of the linguistic sign and is used in psycholinguistics (the processes of solving ambiguity (ambiguity) in the human brain), ethnopsycholinguistics (differences in the semantics of ambiguous words, the interpretation of ambiguities by carriers of different cultures), applied linguistics (such as in speech developing the ability to see events, learning the mechanism of eliminating ambiguity in English and Azerbaijani, using rhetorical methods of ambiguity to refine language skills), linguopragmatics (purpose and methods of using ambiguity in speech), stylistics (uncertainties in the stylistic organization of the text and the role of certainty), rhetoric (ambiguity as a means of influence carried out by a group of stylistic means). The traditional interpretation of this phenomenon as a mistake allows us to consider it as a problem of speech culture and linguistic didactics.

Keywords: Transformational grammar, Types of ambiguity, Oral speech, Written speech, Communication.

Acknowledgement

I express my sincere gratitude to everyone who helped me finish my dissertation. I express my gratitude to my supervisor, Dr. Davoud Kuhl, for his guidance and supervision. His valuable guidance and continuous support have been a great source of inspiration and motivation for me. He helped me to understand the research topic in depth and overcome all the difficulties that arose.

I would also like to express my sincere thanks to my advisor, PhD Ilham Taghiyev, for her kind support and care. His helpful advice helped me in choosing my research topic.

I sincerely thank PhD Milana Abbasova, whose support and help played an important role in the completion of this dissertation.

ABBREVIATION

Abbreviation	Bibliographic Information
P	Page
and.etc	and others

INTRODUCTION

1. Background - The thing that distinguishes the subject of "language" as a field of study from other problems is that the phenomenon of language is a phenomenon that can be studied individually and talked about. Nature, man, space, life, etc. We also use "language" when talking about language. When we talk about all other topics, we have a different attitude to the object of our conversation.

It is possible to crawl; but when we talk about ourselves, we cannot take a position away from language. We can only talk about language within it, not outside it: we are doomed to remain within it. When people think they are distant from language, the problem is that they are talking about language in another language. Specifically, distance between languages is possible, but in general, it is not possible to distance yourself in front of "language". Anyway, we're talking. Language has no author. This is both an advantage and a disadvantage of the resulting work. It is language that makes the text at hand both possible and impossible. Writing about language is impossible, or possible only as an experience of this impossibility. We will pursue the "possible". There are two things to say at this point. First, I recognize in advance that the issues covered in this thesis need to be addressed in more detail. One reason for this is that it is almost impossible to exhaust the literature on the language, and the other is the time problem associated with the work in hand being a master dissertation. The limitation of time is the only fortress with which this thesis can defend itself. Therefore, the present work, which does not pretend to fully deal with its problem, should be evaluated only as an introduction or introduction to discussions about language. Second, the problem of language ambiguity is not the problem identified in this thesis. While there is a perception that modern life has created a more manageable and comfortable space, it is clear that this brings with it many uncertainties. Despite all the technological developments and planned and structured initiatives, it seems impossible to predict what the future will bring to mankind. Based on this argument, it can be said that different roles and practices and different understandings have emerged in many fields. Therefore, today it seems impossible to talk about a long and determined working life, the competence and skills required by a job, and the limits of working conditions in sharp terms. From this point of view, it is understood that individuals have undergone many changes in both social and professional life and have to face an uncertain future. In fact, individuals are exposed to more unexpected or unexpected events in their work and personal lives. Therefore, ambiguity emerges as a phenomenon that is often encountered in everyday life and needs to be managed or reduced.

When we look at the literature, it is noticeable that ambiguity as a concept is not an integrated topic in a single discipline. The concept of ambiguity is observed as a phenomenon that is widespread in various disciplines, professions and problem areas and is defined in a specific way in these areas. Indeed, ambiguity pervades the entire world of intellectual culture.

In the meaning of the word, ambiguity is defined as situations in which situations cannot be predicted, information is inconsistent or cannot be used. Scientifically, ambiguity is expressed as a lack of systematic knowledge or disagreement about the existing knowledge base. According to another definition, ambiguity is a situation in which a decision maker cannot accurately predict the outcome of an event. Ambiguity is when the details of a situation or event are vague, complex, unpredictable, or improbable. However, when available information is inconsistent, individuals feel insecure about their level of knowledge or their knowledge of the situation in general, resulting in a sense of ambiguity. Based on these definitions, ambiguity can be defined as the inability to make sense of a situation or event due to the inadequacy of available information.

Basically, ambiguity refers to the impossibility of making any predictions about how future situations will progress. In other words, ambiguity is the state of not being able to accurately predict what may happen in the future or their possible consequences. Although it seems more like a phenomenon that develops outside of humans and belongs to the external world, ambiguity is related to each individual. For example, even though the world is a completely defined and constructed place, it can never be a state of absolute certainty, even if we try to make it a predictable space within rules. In fact, in order to understand and shape how the system in the world works, the individual must strive to acquire more advanced knowledge and develop foresight. Otherwise, he will be completely defenseless about what will happen. For this reason, ambiguity should not be seen as an objective phenomenon, but as an attribute of the individual trying to understand the world and understand how order works. Ambiguity should therefore be perceived as a condition that can be individually controlled and controlled.

Ambiguity arises as a result of the emotion experienced by a person in case of not being able to reach or incompletely reaching the information he needs. Lack of knowledge also causes individuals to doubt their own ability to understand or predict the consequences of a situation or behavior. According to another definition, ambiguity is a state of belief when one is not sure of anything. This emotional state is exacerbated, especially if the result of doubt is based on unpleasant events such as

punishment, physical harm, failure or rejection, and the individual cannot predict what awaits him in the future.

They may often think that ambiguity is a bad thing, that it reflects weakness and powerlessness. In fact, it is necessary to develop the belief that ambiguity is a necessary and good thing. Because as the world becomes more and more "data-centric", people need to present their information based on more data. In other words, no matter what information is available, more information will always be needed to get the best results. This situation requires more proven, tested and substantiated knowledge. Therefore, regardless of the situation, people will always face ambiguity due to the search for something better and truer. As a result, ambiguity must be embraced, even though it is scary and has an infinite range of possibilities. Ultimately, it's the uncertainties that drive people to discover new ideas, invent new gadgets, and explore things deeper.

It should be taken into account that communication is the source of all socio-psychological phenomena. In the process of living together and working together, in the process of contact, people inevitably have to exchange information, convey their ideas, wishes and dreams to each other. For this, they use various means (verbal and non-verbal). All this attracts attention as a communicative aspect of communication.

People can interact with each other in addition to exchanging information during joint activities. Both verbal and non-verbal expression of emotionality in speech tools - words, phraseological units, syntactic constructions, phonation, gestures, mimicry, etc. In recent times, special attention has been paid to the study of emotional characteristics.

However, research and analysis of studies show that there are still controversial points in the definition of ambiguity in written and oral speech. It should also be noted that there is no consensus among researchers on the definition of ambiguity in written and oral speech and their classification.

2. Statement of the problem and purpose of the study- The purpose of the dissertation is to investigate and analyze the types of ambiguity in oral and written speech in everyday communication.

During cohabitation and joint activities, people constantly exchange information with each other, interact with each other, or perceive and understand each other. In other words, they communicate. Communication is a necessary condition in all human activities. Without communication, it is impossible for people to carry out joint activities. Communication occurs as a process of formation and development of contact between people. No human community can carry out joint activities without creating contact between the people there, and there will be no mutual

understanding between them. Communication is a multi-faceted development process of contact arising from the need for joint action between people. In the process of such joint activity, people have to exchange ideas and information, interact with each other, understand and understand each other. The content of communication, above all, can be organized by information about a person's internal motivation and emotional state. At this time, people convey information about their current needs, emotional states (satisfaction, dissatisfaction, joy, sadness, grief, anger, etc.) to each other, and such information can play the role of interpersonal regulation by being transmitted from one person to another. The content of communication can also include information about the environment and the events taking place there. At this time, the people communicating can inform each other about the existing danger and vital factors. As for the purpose of communication, it consists in why and for what sake the relevant activity is carried out in a person. In this regard, the purpose of people's communication is broad and multifaceted. The purpose of people to communicate is their world, training and education, personal and business interactions, etc. include giving or receiving about objective information. One of the important characteristic features of communication is that the exchange of information is between people and not between any cybernetic devices. At this time, the people exchanging information can influence each other. Therefore, it is possible to influence the behavior of one's partner at this time.

Finally, communicative effect during information exchange can only be possible if the people who transmit the information and receive it (or those who do) have a uniform or similar system of codification and decoding. In other words, the ability to understand the same language and conditions in the same way is one of the most necessary conditions for information exchange. Ambiguities are observed in daily written and oral communication.

To achieve this goal, it was necessary to solve the following tasks:

- Define the concept of ambiguity in everyday written and oral communication;
- Identify the main types of ambiguity in written and oral communication;
- To determine the linguistic status of ambiguity;
- To reveal the characteristics of the realization of communicative strategy, tactics and intention by the method of describing an uncertain situation in speech;
- Communicative competence of acquiring the complex of knowledge and habits necessary for the organization of communication;

- A mechanism for minimizing the negative effects of defective situations revealed in the communication process.

3. Research questions

1. What is the influence of context components during communication?
2. What are the types of ambiguity in linguistics?
3. What are the causal factors of ambiguity?
4. What is the effect of different ambiguities in the English language in daily communication?

4. Significance of a justification for this study- In the process of communication, people are not only satisfied with exchanging information and interacting with each other, but at the same time they perceive and understand each other. This constitutes the perceptive aspect of communication. The perceptive aspect of communication is no less important than other aspects.

Real communication becomes possible when people involved in the process of interaction can assess their level of mutual understanding and report to themselves what qualities their counterparts have. Therefore, the participants of communication try to create each other's inner world in their minds, to understand their feelings, behavioral motives, and their attitude to important objects. In other words, they try to understand and understand each other. The more precise and detailed the perception and understanding, the more effective their mutual relations can be. By understanding other people, the individual gets the opportunity to better define the perspectives of joint activity with them. Accurate "learning" of their inner world is an important condition for the successful implementation of their joint activities. In the process of communication, people convey their ideas and wishes to each other, interact with each other, perceive and understand each other. The nature of the communication process has a unique effect on people's joint activities and mutual relations.

One of the difficulties and obstacles that attract attention during communication is the difficulties caused by perception. In many cases, communicating people cannot understand each other correctly. Such obstacles arise because during communication, each person involuntarily separates the aspect that is important for him, gives attention to it and expresses his attitude. As a result, the addressed information is distorted and leads to misunderstanding. Therefore, information, which is the main purpose of communication, is somehow not understood correctly. This results in conflict.

In addition to perception, individual differences in the thinking of the people communicating make their communication difficult. This kind of difficulty can be called a difficulty arising from logical fallacies. The fact that the mental qualities of those in communication are different due to their

developmental characteristics makes it difficult for them to understand each other. That is why communication sometimes fails. Stylistic errors in the speech of those in communication also complicate the communication process as an obstacle. So, sometimes the form of information delivery in people's speech does not correspond to its content, and this complicates the communication process.

In order to avoid this kind of difficulty, experts suggest the importance of following a number of rules during communication. These include the following:

The "margin" rule. The essence of this rule is that the beginning and end of any business communication should be clearly defined.

"Purpose" rule. According to this rule, the ideas conveyed should be arranged in a very precise manner, not in the form of a series.

In addition to these, when entering into communication, an attempt should be made to interest the interlocutor at the beginning of the speech, attracting his attention with interesting facts, aphorisms and examples. Only then is it useful to move on to the main issue. After the main idea has been conveyed, it is necessary to listen to the objections and questions of the listener and to conclude his speech with conclusions or summary.

5. Definition of key terms

Alphabetic

Conceptual- There are a number of reasons for the ambiguity that arises in everyday written and oral communication. The communicator should express his speech in short sentences (5-9 words). This kind of information is well remembered by listeners.

Semantic (meaning) errors can also appear as an obstacle that negatively affects communication. Usually, such errors can appear when the same word has different meanings. As a result, when the listener hears the word, he may understand it as an insult, which will cause a serious conflict. The use of words and phrases that harm the recipient can also be mentioned as an obstacle that causes the communication to be ineffective. The unsuspecting to listener "You are cowardly, lazy, traitorous" etc. the word said in the form can cause serious dissatisfaction.

Frequent use of expressions such as "always" and "never" in speech also seriously harms communication. How different the following two phrases sound from each other: "You are late for class" and "You are always late for class!" The use of the word "always" here, referring to it, causes a violation of the logic of communication. Any promise or prohibition in this word can prevent contact. For this, "You promised me that you would never act like this", "You can't always remember

that!" the processing of expressions such as is sufficient for communication not to be received. Interlocutors' understanding of any idea in a different way can also act as a barrier to communication. For example, "You just think that I..." or "You are deliberately delaying to see how I will react to this," etc. as in perceiving expressions. Even if the other person's opinion is not "understood" correctly, expressing it loudly will usually be understood by the interlocutor as insulting or putting pressure on him. This will certainly not create conditions for the development of contact.

One of the reasons that hinders the efficiency of communication and the interaction of its participants in this process is that people do not act carefully in that process, they use the command style in their speech, in other words, they take an autocratic position. Requesting, advisory style of addressing - regardless of whom they address, creates much less internal objections and conflicts than commanding. "Bring it!", "Remember it!", "Immediately perform it!" such forms of appeal have a heavy impact on a person's ego, as a result, they act as an obstacle for the communication process.

During communication, phonetic errors in speech, repetition of sounds, use of tuffei words (short, therefore, zad, etc.), as well as paraphoneses have a negative effect on the communication process. Such situations cause the interlocutor to be distracted, excited, and misperceive and understand the speech. It is necessary to use "effective communication rules" in order to reduce the obstacles that may exist during communication and to prevent the conflict that may occur. Experts attribute the following to such rules:

1. Before starting your speech, it is necessary to tell the audience what you want to convey, in other words, clarify your ideas.

2. Try to speak in short sentences (5-9 words). Such sentences are more effective for comprehension and understanding.

3. Try to make your voice more expressive.

4. Use pauses in your speech.

5. Try to avoid unclear, ambiguous expressions in your speech, as well as professionalism.

6. Look at your interlocutor's non-verbal signals (facial expressions and gestures, etc.).

7. Try to avoid categorization. Note that your opinion may be wrong.

8. Choose the right place and time of communication.

9. Always be willing to change your perspective.

10. Practice effective listening. These rules include:

- Do not interrupt your interlocutor.

- Be careful with your interlocutor.
- Don't jump to conclusions.
- Respond calmly to your interlocutor's statement.
- Don't be distracted.
- Adjust your thinking pace to the speech.
- Try to create feedback with your interlocutor.

Operational- Man first gives a name to something and then tries to explain what it is. Interpretations for naming and descriptions determine what is "what" it is and what it "is not" by looking at the properties that the named has or, conversely, does not have. Communication researchers have not been specialists in a field called communication for a long time. Our knowledge is initially formed in such a way that "what is?" question, we always expect to be answered with one sentence, and we try to answer it. Even some "what?" even if he brings a detailed explanation to the question, we still expect a one-sentence definition in the end. In fact, there is very little we can say about what it is in a single sentence. They try to explain what communication is with the definition of communication. "What is communication?" the question cannot be answered in one or more sentences or in one paragraph, because "communication" has characteristics that are intertwined with every moment of human activity, its nature; communication, one's self at any time, in any place and under any circumstances material and cognitive (intellectual, emotional, faith-based and moral) reshaping concept. Communication, for example, communication in systems and subsystems within a biological structure; communication between microbiological organisms; herbal communication; the individual's communication with himself and others; communication/communication with technological means; organized structures such as family and school and human relationships within these structures; the emergence of sovereignty and struggles, peace and war; the same hand that reaches out to love reaches out to strangle; on the one hand, while doing everything that might be good for a person in his name, on the other hand, do not talk behind the person's back and "throw mud"; everything about human life comes to mind, such as honesty and appreciation. In my opinion, there are a number of causes and resulting ambiguities in everyday written and oral communication. The process of people living together and working together is always accompanied by communication. Experience shows that the characteristics of interpersonal communication, its structure, etc. beliefs have a number of psycholinguistic foundations. In many cases, the communication process is accompanied by psycholinguistic conflicts and has a negative impact on mutual relations. From this

point of view, revealing the nature and manifestation of psycholinguistic conflicts is of great practical importance.

The place and effect of speech genres during interpersonal communication also attracts attention from a psycholinguistic point of view.

Revealing the psycholinguistic issues of interpersonal communication can help to manage the organization of interpersonal communication, to eliminate conflicts and inconsistencies that may occur. Communication is a complex process of interaction between people, which includes information exchange, as well as mutual understanding and acceptance of the parties. In psycholinguistic relationships that arise during interpersonal communication, speech genres and their manifestation characteristics attract attention.

6. Limitations and delimitation of the study- Among the limitations of the research, the limited nature of the information base of the subject and the system of statistical indicators is highlighted.

7. Organization of this thesis

The present paper consists of introduction, three chapters, conclusion and a list of used literature.

CHAPTER I

LITERATURE REVIEW

Chapter I is a literature review where the theories are applied. Theories are needed to help the researcher conduct research. These are the theories used by the researcher in the study.

1.1 Review of theoretical background

1.1.1 Semantics Theory and The Concept of Meaning

a. Semantics Theory

Semantics literally means the science of meaning. If we think philosophically; We can say that it is a field where questions such as what is meaning and how words acquire meaning are discussed. That is, the field of linguistics responsible for the study of meanings. There are two different approaches to semantics; philosophical and logical or linguistic.

Philosophical semantics

Semantics, when studied philosophically, is the relationship between words that stands out here. Qualities such as the literal meaning and connotation of a word point to the philosophical side of semantics.

Scientific semantics

Here, the change of semantics over time comes to the fore. The change here is the thought-meaning relationship in language structure.

Who introduced the concept of semantics?

We see Michel Breal laying the foundations of the modern approach to semantics. He was the first to use the term semantics, which comes from the Greek word Sema, and even gave this name to his work, which he presented as a new science. With the classic book "The Meaning of Meaning" published by Ogden and Richart in 1923 in the recipe of Michel Breal, the subject of meaning is put on a theoretical basis.

When the dates show 1933, Korzybski from Poland contributes to this theoretical ground with his book Science and Reason. In 1951, Ullman developed works that reflect the search for appropriate meaning with the Structuralist Linguistics approach. Due to the influence of the Internet and developing technology, the semantic network is added to the concept of semantics after a while and begins to be used in the field of informatics. In particular, it has an important role in the production and analysis of search engines and content.

What does semantics do?

Semantics stands on the bridge between structures such as language structure, thought and meaning. It explores audible and visible signs that mean something to everyone. Morphemes, made up of phonemes, which are small phonemes in a language, consist of rules based on extracting meaning from words, sentences, and texts. We can mention the concepts of syntax and grammar as the most important elements of linguistics.

One of the most fundamental topics of semantics is the relationship between language and the world. The relationship expressed by philosophers of language with the concept of reference. One of the most interesting topics is what is the relationship between the sentence and the world. Frege was the first to address this question from a philosophical point of view. According to Frege's theory, the signifier of a sentence must be an object; right and wrong. Although he treats truth values as objects, we can say that this view of Frege is not widely accepted today. We can express this with an idea advocated by Russell during the period of logical atomism. What sentences in the world according to Russell are facts. He does not use the concept of reference when expressing this attitude, and based on this logic, he emphasizes that the correct sentence refers to an event in the world.

Semantic theories- Since the meaning in language is very complex, different theories are used within semantics such as formal semantics, lexical semantics and conceptual semantics.

Formal Semantics- Formal semantics uses the techniques of mathematics, philosophy, and logic to analyze the broader relationship between language and reality, truth and probability.

Lexical semantics- Lexical semantics deciphers the words and sentences in a string of text to understand the meaning in context. This may include the study of individual nouns, verbs, adjectives, prefixes, root words, suffixes, or longer sentences or phrases.

Conceptual meaning - Conceptual meaning deals with the most basic concept and word form before adding context to our thoughts and feelings.

Examples of semantics

How does semantics process text?

To better understand what semantics is and how it works, let's look at some simple examples of semantics in the context of how the human brain works.

- External stimuli: Information sources - text documents, web pages, social media and e-mails, etc. - contains information that, although potentially diverse in content and context, must be "processed" in order to be understood.

- Neurons: These are the parts that make up the semantic algorithm and allow it to go through the different stages of linguistic analysis.

- Hippocampus: Retrieving and storing concepts requires identifying the semantic context for appropriate clarification of terms.

Semantics examines the relationship between word meaning and sentence meaning. If we examine the examples;

"I'm going to the river."

This sentence can be used to mean "I'm going to drink tea" or "I'm going for a walk by the river".

The sentences "Ayşe likes to read" and "Ayşe likes to read" are sentences that contain the same words but have different meanings.

Yule (1996) explains that semantics is the study of the meaning of expressions, sentences and words. In semantic analysis, it is always necessary to pay attention to what words conventionally mean in a certain situation.

Kempson (1977) explains that all languages depend on meaningful sentences and words. Kempson states that a theory of semantics for any language must be able to define every sentence and word associated with it in that language.

b. Context models theory

The importance of context in explaining or interpreting everyday communicative situations is not emphasized enough, but in fact context is a very important factor. The main questions that arise about context are: should context be an integral part of discourse theory or not? How should the context and the impact of the context be analyzed?

According to T. Dake (1998), the main problem is that the concept of context is not well explained. Thousands of books devoted to the concept of context have been published in social sciences, but none of them have given a theoretical explanation of context. From here it follows that the context is not understood theoretically, but used sensibly.

The traditional explanation of context is mainly based on verbal aspects, not cognitively explored. T. Dake claims that the concept of context is used as an equivalent of social situation. But until now, scholars have not combined social and linguistic aspects in the use of the concept of context. If this is done, it will be possible to unravel the problem a little more. Because context is related to the concepts of local/global and macro/micro, which are considered social categories. These four

terms have been successfully applied to context, but still the theory of context and its relationship to discourse and text has not been fully explained. This means that we have not yet fully answered the following questions.

a. How much context knowledge do we need to communicate properly?

b. What do we need to know about the context to meet the communicative requirement? What is the influence of context components during communication?

c. Is there a relationship between context and communicative performance?

T.Dake developed the social-cognitive theory of context. Based on his ideas, we make such a claim. According to us, the social-cognitive approach is based on the following assumptions: There is no direct casual relationship between the social characteristics of the people who are talking and the way they speak or write. Of course, the speaker and the listener subjectively understand, explain or represent the social characteristics of social situations. This affects the ability to understand and respond to a conversation or text. According to our opinion, in this way, the social-cognitive paradigm achieves two goals at the same time: it allows us to use the right vocabulary in the right place when explaining, and also helps us understand the difficulties we face when we try to talk about the context without relying on the social concepts active during the communicative situation. Context includes current time, place, physical condition, and environment. Through interpretation and concept, a certain context is created for communication. It is also noticeable in the difference between the meaning expressed by the speaker and the meaning of the sentence.

1.2 Review of Empirical Studies

Ambiguity, despite its prevalence and long history of study, still cannot be called a thoroughly studied phenomenon. The phenomenon of ambiguity is considered not only in linguistics, but also in philosophy, literary studies, psychology, psychiatry, econometrics, diplomacy, logic, cognitive science, programming, mathematics, and even in fine art theory, and therefore the term "ambiguity" is used to describe the status of " The phenomenon of ambiguity is at the heart of the conflict between two fundamental tendencies in language: the desire to conserve resources creates ambiguity, and the desire for clarity combats it (for more on this see (Wasow et al. 2005)).Thus, a language not only has many ways to escape ambiguity, but also many ways to create it. The study and description of the patterns and mechanisms that create ambiguity, including expressive devices, in terms of their

practical use in effective communication. Despite the growing interest in the study of the means of expression of the language according to the structural classification (G.A. Kopnina, I.V. Pekarskaya, E. Shutova, B. Thomas Martin, T. Wooden), the main researches in this field are more focused. the study of metaphor (N.D. Arutyunova, M.V. Nikitin, V.G. Sklyarevskaya, V.N. Teliya, G. Low, Z. Todd, A. Deignan & Lynne Cameron, etc.). At the end of the 20th and 21st centuries, the problem of ambiguity is especially relevant in connection with the attempt to create artificial intelligence, therefore one of the most important tasks of linguistics is the creation of typologies of ambiguity and paraphrase, which are opposite processes for the development of both automatic detection and processing systems. these phenomena in texts in natural languages and for the effective pragmatic analysis of texts in various fields. Although there are certain steps in this direction (A. Barron-Cedeño, A. Hamm, B. Thomas Martin), it is still too early to consider this problem solved. All of the above explains the selection of the research topic. Ambiguity in linguistics is viewed from different perspectives. This multifaceted phenomenon is associated with the ontological property of language as an asymmetric dualism of the linguistic sign and is used in psycholinguistics (the processes of solving ambiguity (ambiguity) in the human brain), ethnopsycholinguistics (differences in the semantics of ambiguous words, the interpretation of ambiguities by carriers of different cultures), applied linguistics (such as in speech developing the ability to see events, learning the mechanism of eliminating ambiguity in the Russian language, using rhetorical methods of ambiguity to refine language skills), linguopragmatics (goal). and methods of using ambiguity in speech), stylistics (the role of ambiguity in the stylistic organization of the text), rhetoric (ambiguity as a means of influence carried out by a group of stylistic devices). The traditional interpretation of this phenomenon as a mistake allows us to consider it as a problem of speech culture and linguistic didactics. Sufficient attention is paid to the problem of multiple meanings in the statement: some researchers pay attention to the study of polysemy and/or homonymy (M.G. Arsenyeva, O.Yu. Gervi, A.N. Magomedova, L.V. Malakhovsky, T.V. Stroeve, A.P. Khazanovich), others focus on the non-uniformity of syntactic structures. consider its certainty (L.G. Kim, O.V. Mitrenina). There are works on certain aspects of ambiguity as a universal phenomenon of natural language semantics (Sh. Bally, R.A. Budagov, A.K. Kiklevich, I.N. Kobozeva, I.V. Krisanova, L.V. Malakhovsky, R.A. Osmanova, A. Frey, S.U. Fuchn, T. Wasow). The universality of the asymmetry of the linguistic sign at different levels of the language system E.I. Schendels devoted himself to grammatical transposition. The methods of resolving syntactic and lexical ambiguity have been studied in the most detailed way (I.R. Brevdo, I.V.

Voskresenski, O.V. Dragoy, A.N. Magomedova, D. Tuggi). Some researchers consider ambiguity as a multifaceted phenomenon (A.A. Zaliznyak, G.V. Kolshansky, O.A. Lapteva, F.A. Litvin, V.P. Moskvina, T. Vasov, etc.).

1.3 Gap in the literature

Reasons for ambiguity

According to K. Vigers, one of the criteria of a good demand is its "unambiguity". This means that the requirement is read and understood equally by the client and all members of the development team. In my practice, the requirements "under the arm" of the analyst go directly to the client, and from the client through the analyst to the developer. Unfortunately, there are developers who like to write code more than participate in discussions, so the collaborative discussion of requirements is sometimes contentious and time-consuming.

One of the reasons for ambiguity in requirements is that they are not aware of the context. Anyone reading the requirements should put it in the context of what is being described. If the documents have subtleties, for example, some special terms that only the customer knows, then they should be described in the glossary. For example, my client actively used the term "invoice" for one type of order when talking about postal payment involving a balance of funds, and used the same term when talking about prepayment, but for other types of orders. The developer, in turn, relying not only on the documents, but also on his own experience, took both jobs for the same type of payment and said that the order would be issued only after the "account" was paid. In this case, the use of the dictionary will eliminate ambiguity and avoid errors in the implementation of system functionality. The second reason for ambiguity is that requirements are written in natural language, as opposed to formal language, where ambiguity is removed. Formal language is a language characterized by precise rules for constructing expressions and understanding them. It is structured according to clear rules that ensure a consistent, accurate and concise presentation of the properties and relationships of the subject area being studied. Formal languages include formulas, schemes, algorithms, etc. Natural language is a language that is used primarily for communication in everyday life and has a number of properties, for example, words can have more than one meaning, they can be synonyms or homonyms, sometimes independent of the meaning of individual words and phrases only in themselves, both in the context in which it is also used. All this together leads to the fact that natural language is the cause of ambiguity.

Ways to deal with ambiguity

To prevent ambiguity from becoming a problem, do the following:

Use a glossary of terms. This will help the development team to understand the specific terminology used by the client and the client in turn to understand the development terminology.

Hold workshops, meetings or meetings to discuss requirements. Working with requirements is a complex and painstaking process, and the involvement of the customer and the development team in it is directly proportional to the likelihood of successfully meeting the customer's expectations.

Avoid complex sentences. Complex sentences using connecting, dividing, explanatory conjunctions make it difficult to understand what is written and can lead to ambiguity, so it is more appropriate to use simple sentences. After all, if the use of conjunctions cannot be avoided, make sure that there is only one interpretation of what is written.

Requirements testing. If it is not possible to write a test script to verify the requirement, then the requirement is not clear or complete and needs to be corrected.

II CHAPTER

METHODOLOGY

This research is descriptive qualitative research which refers to the method of forming conclusion by collecting, classifying and interpreting research data.

The data source of the study is the investigation of ambiguity in everyday oral and written communication in Azerbaijani and English.

This chapter includes the method, study group, data collection technique, data analysis, the validity and the reliability and finally, the role of the researcher.

2.1. Research Model

Phenomenology, one of the qualitative research design, was used in this study. A case study is intensively studied in relation to a situation or event. Best and Khan (2006) define phenomenology as follows: it is one or comprehensive that explains the current situation, comprehensive and analyzes it. Phenomenology is a research model that is intended to be explained as phenomena that are experienced in daily life and not fully comprehended, and that helps to better these phenomena (Yıldırım and Şimsek, 2016). An effective research model can be expressed in the analysis of audit and phenomenological experiences of auditors in research. Thanks to the phenomenology, the analysis and information in the maintenance section belong to the services within the scope of the training (Creswell, 2014).

2.1.1 Data collection tool and techniques

The concept of ambiguity is not only in linguistics, but also in psychology, psychiatry, logic, ignitology, programming, fine art theory, mathematics, econometrics (J.-F. Laslier), it is studied here not only as a phenomenon of the speech of an individual politician, but also as a complex phenomenon of institutional political communication, which is a property of political programs with several possible interpretations carried out intentionally or accidentally. Ambiguity is a time consuming component of diplomatic communication (an effective influence tool in politics). In the management of organizations (González Álvarez 2004; Honeyman 1987) ambiguity is studied as a feature of intra-organizational communications. In management, it is viewed from three perspectives: as the ambiguity of communication; as a rhetorical, positive phenomenon that leads to the discussion of points of view on an ambiguous statement or situation; and is closer to the traditional concept of error or contradiction when a unit of speech is understood in more than one way (Gómez Rodríguez 2001: 270). These points of view are very heterogeneous, there is no common basis (the second of them

describes the activity, and the third describes the mechanism of the formation of ambiguity), which indicates that there is no generally accepted linguistic classification of ambiguity. can be used in the study of institutional communications.

According to some sources, the word "ambiguity" (ambiguity) comes from the Latin *ambiguus*, *ambigere* - "to be unresolved", *ambi-* + *agere* "to express" and was first documented in the 15th century. But the mention of ambiguity as a category of language and logic dates back to ancient times. Although this word is not always used, we find this concept already in Aristotle (335 BC) when talking about the qualities of speech. The clarity of the speech was one of its main advantages, and the obfuscation of the meaning was its disadvantage.

"The virtue of style is clarity, the proof of which is that speech does not reach its goal because it is not clear" (quoted "Antique theories 1936: 12"). Accordingly, ambiguity as a phenomenon whose essence is a violation of clarity is negatively evaluated. "Irregularity, vagueness and monotony are still the shortcomings of speech by ancient scholars (Theophrastus, Aristotle, Demetrius, Cicero, Quintilian, etc.), and its merits are correctness, unequivocalness, diversity, etc.

Despite a negative attitude toward anything that obscures meaning, some ancient thinkers (such as Heraclitus) allowed the deliberate use of ambiguity, but stipulated that such use was characteristic of those pursuing unworthy ends. Ambiguity had only one "permitted" use - entertainment. For example, Cicero uses metaphor, pun, allegory, etc. as well as ambiguity. to verbal forms of intelligence. Quintillian also considered reason in relation to rhetoric, including ambiguity. At the same time, the ancient thinkers did not explain what was included in the concept of ambiguity and did not give any detailed interpretation. The phenomenon of "deluded expectations" (a modern term) was also associated with ambiguity. Aristotle taught that in such cases "<...> such statements should be clear immediately after they are uttered" (quoted by Russian Rhetoric 1996: 12). It should be noted that in antiquity, the concept of ambiguity was used in its widest form without defining clear boundaries. As a rule, dark, dark speech was called ambiguous, but it did not always indicate what caused their obscurity. Among the most mentioned reasons: the use of incomprehensible (obsolete, foreign) words; complexity of syntactic constructions, use of polysemantic words, etc. As you can see, completely heterogeneous phenomena are included in the concept of ambiguity. Despite the fact that the ancient philosophers did not consider ambiguity as a linguistic category in practice, problems of ambiguity (without using the word itself) were actively discussed when solving problems such as what we now call "the correctness of names". asymmetry of the linguistic sign (S.I. Kartsevsky's term).

Already in antiquity, such concepts as polysemy and homonymy were widespread, which, from our point of view, is one of the mechanisms of creating ambiguity. Ambiguity was treated as a purely speech category. After Aristotle, this concept is also found in the Middle Ages. During the Renaissance, there is a return of interest in language, especially in a concept such as ambiguity. True, unlike the ancient period, this time is characterized by the emergence of numerous highly specialized works on rhetoric. Now works on rhetoric are no longer philosophical treatises, but rather nomenclatures of techniques borrowed from the same ancient authors. What interests them is not the list of techniques, but the author's interpretation. Interesting, for example, are the works of authors such as the Spanish Gregorio Mayans y Siscar, who in his "Rhetoric" explained the ambiguity of the quality of speech as clarity and considered it in the chapter on the qualities of speech. not on tropes and figures, but gives names for types of ambiguity (eg, homonymy, amphibology, dilogy, syllepsis) (Mayans y Siscar 1752); like the Englishman Henry Peacham with his "Garden of Nazareth" attributed the ambiguity of grammatical structures, here called "amphibology", to third-order (Pichem) syntactic schemes. Richard Cherry (1550) also noted ambiguity, though as a disorder of word order and hence as a phenomenon of syntax. He associated amphibology (amphibologia) or ambiguity with obscurity (obscurity) - one of the types of error (faute) that constitute the category of schemes along with figures, as opposed to tropes (Sherry 1961: 32-33). S. Dumasart had a negative attitude to ambiguity and said that "it is impossible to avoid such defects of speech and not overcome it: because we write to be understood: clarity and precision are the goal and basis of the art of writing and speaking" (Dumarsais 1804: 209). All constructions that can have two meanings or two meanings at the same time, he divides into ambiguity (equivoque) and obscurity (louche). Double insertion is usually an easily recognized type of imitation. In such constructions, the words seem to have one meaning, but it turns out to be completely different. But when we cannot immediately see what meaning we should give them, then we say that the sentence is not only obscure, but ambiguous (Dumarsais 1804: 207). At the same time, he even gives the main types of grammatical mechanisms that create ambiguity. N. Boleo, the theorist of classicism, considered ambiguity to be a negative phenomenon worthy only of epigrams and equated it to a play on words: The word always had a doubly insidious face. I.S. Rijski in his work "The Practice of Rhetoric" (1796), listing the tropes and figures known to him, notes a general figure of ambiguity: "When words are used in such signs that are completely contrary to their meaning, this trope is called irony" (Russian Rhetoric 1996: 100) now follows the definition of an antiphrase. We find almost the same considerations in the "Rhetorics" of other local authors of this period; their

judgments are somewhat superficial and non-terminological in nature. For example, A.F. Merzlyakov claimed: "The most important feature of style is clarity. <...> to give the essay the necessary clarity, it is necessary to avoid all errors that are harmful to it. They are: darkness, double-mindedness and confusion" (Ibid: 136), without explaining what he means by the last three events. Works by I.I. Davydov and N.F. Koshansky differs from the above works in his deeper approach to determining the causes of ambiguity. I.I. Davydov lists in detail the dangers of various violations of word order that lead to distortion of meaning in "An Experiment on Word Order": "When thinking about word order in any language, one should be so careful that even the union "and" should be in its place; otherwise it gives another meaning to the speech" (Davydov 1917: 89). N.F. Koshansky writes in "General Rhetoric" (1829): "... the rule of clarity requires: 1) natural word order; 2) accuracy and common usage of words and phrases, 3) mental punctuation. Failure to follow this rule results in inconsistency and misunderstanding. Obscurity sometimes arises from excessive brevity in the syllable" (Russian Rhetoric 1996: 159). Here, for the first time, we get acquainted with the creativity of Russian rhetors, we witness the violation of the syntagmatic articulation of the expression among obscure sources. During this period, new attempts were made to study intelligence, one of which was always considered to be ambiguity. For example, Z. Freud, who created a classification of the ways of creating intelligence and analyzed the components of ambiguity in some detail, considered it quite carefully. We are close to his approach because, like him, we consider ambiguity not as an independent technique, but only as a general concept that includes various mechanisms for creating ambiguity. Ambiguity includes:

- a) designation of a specific name and object;
- b) metaphorical and material meaning of words;
- c) pun;
- d) double interpretation;
- e) ambiguity with the sign (Freud 1997).

For Russian rhetoric, the beginning of the 20th century was a period of oblivion, at the end of the previous century, rhetoric was removed from the curricula of educational institutions, semiotics had not yet begun to develop, and the concept of ambiguity was rarely used. Nevertheless, even in the Soviet era, there were now unfairly forgotten works where ambiguity is not only mentioned, but also considered in some detail, showing how it is realized in the text, for example: Z.Freud) "G.D. Davydov

(1927). Although the theory in this scientific essay is mostly borrowed, it is confirmed by the author's own examples.

The first half of the 20th century was marked by the return to science of the principle of systematicity developed by Plato, Aristotle, then Leibniz, Hegel and others. In this period, the concept of system as a methodological approach was born. Semiology is emerging, which also deals with the problem of polysemy. Ambiguity is now also considered at the level of syntax, as the possibility that a sentence has multiple meanings. The ambiguity of the symbolism and duality of the word, as a realization of the concepts presented by, continues the old debate between nominalists and realists. Berdyaev condemns nominalism, believing that the traditional approach to language makes communication difficult (Berdyaev 1989). The problem of ambiguity is being actively discussed. For example, according to J. Vandris, A.A. Potebnya and U. Eko, polysemy is an illusion, because we use and understand only one meaning out of all the meanings available in a specific speech, in a specific context. This point of view is arguable because ambiguity arises precisely when the context allows for multiple meanings at the same time, and this overlapping of meanings is not always eliminated by the wider context or some extralinguistic factors (illustrations, gestures, etc.). Interest in ambiguity grew in the second half of the 20th century. "The non-randomness, importance, and meaningful content of those features of the linguistic form, which were previously the basis for criticism due to the incompleteness of the language (polysemy, synonymy, homonymy <...>) began to be realized" (Nikitin 1996: 647-648). A.N. In on Humor and the Sense of Wit, Luke attributed ambiguity along with pun to double interpretation "when a whole phrase or phrase can be given a double interpretation" (Luke 1968), which is close to the concept. ambiguity presented in this work as a speech phenomenon. His classification is not uncontroversial, since the two other categories he proposes: irony and literal metaphor (a kind of "counter-comparison") can also be classified as "definiteness." Psycholinguistics, which emerged in the 20th century, focused on the characteristics of human ambiguity perception. For example, D. Slobin and J. Green wrote that we resolve ambiguity by associating statements given to us with others that to some extent convey their true meaning. In the case of syntactic ambiguity, we see the asymmetry of surface and deep structures (concepts introduced by N. Chomsky's generativity) (Slobin, Green 1976). G.P. Grice also contributed to the study of ambiguity by proposing, in addition to the principle of cooperation, a fundamental methodological principle - a modified principle of Occam's razor: "Do not multiply the number of linguistic interpretations of a statement." Grice's postulates primarily serve as the basis for the derivation of rules - "implicatures" - for interpreting the

unexpressed meaning of speech in the context of speech interaction. So G.P. Grice contrasts the principle of potential ambiguity with the principle of ambiguity of expression in context. The principle of unambiguity forces the interpretation of a statement to be related to the context in which it was uttered. O. Ducrot expressed this principle with the following formula: "the meaning of the statement = linguistic component + situation (context X)" (Ducrot 1984, 15-17), which can be successfully applied to ambiguity consisting of a combination of certain meanings. specific contextual linguistic mechanisms that enable their realization and lead to multiple meanings. With the advent of computers and the possibility of automatic natural language processing, the study of ambiguity has become more relevant than ever, but not only from a rhetorical perspective. Instead of the mechanisms of its generation, research attention has been focused on its solutions (ambiguity resolution), because the computer can only work with detailed formalized information, and the process of creating and resolving the meaning of expressions is not formalized (Boguslavsky et al. 2005; Franz 1996; Hirst 1992; Tanenhaus 1998). In this regard, it is necessary to distinguish two main concepts of ambiguity: applied in the field of applied linguistics and in the field of natural communication. For a computer, potential ambiguity, which for us relatively rarely becomes reality, is always ambiguity. In other words, any case of ambiguity in natural language processing will be ambiguous, but most cases will not cause any difficulty for humans and will likely go unnoticed. For example, in the sentence "He threw the dish on the table and broke it", it will be clear to us that the dish broke because the object is more fragile, but the computer does not have such knowledge. One of the most important areas of ambiguity knowledge requirement is machine translation.

The concept of ambiguity in modern linguistics- There is a point of view that ambiguity exists only in examples from some psycholinguistic books, and the context normally always resolves ambiguity in the flow of speech, and therefore denies the existence of the phenomenon of ambiguity, especially in everyday speech (Y.D. Apresyan, R.A. Budagov, J. Vandries, A.V. Ishachenko, Yu.S. Maslov, A.A. Potebnya, A.A. Ufimtseva, N.M. Shansky, U. Eko). (Apresyan 2000). A.A. Potebnya wrote that "the word in the speech corresponds to one thought act at a time, not to several, i.e. it has no more than one meaning each time it is uttered or understood" (Potebnya 1958: 15), in fact denying polysemy in speech itself. L.V. Sherba stuck to the same point of view. A.V. goes further. Isachenko argues that the problem of homonymy (and therefore ambiguity) does not exist for communicators. A.N. Gvozdev also wrote that "the possibility of ambiguity caused by homonyms cannot be overestimated because words are not used separately in speech" (Gvozdev 1965), while noting that homonyms are usually

neutralized by the context, i.e. yet not always. He was sent to L.A. Bulakhovsky: "it is usually clear from the context <...> what is the exact meaning of this or that homonymous word, and in the practice of the language cases that seriously threaten understanding occur relatively rarely (emphasis added. - M.Yu .)" (Bulakhovsky 1953: 47). Their inconsistency is evident from the above statements because, "usually" does not mean "always", and noting that ambiguity is rare only confirms the fact that it exists. G. Simpson and K. Barges write about the unreliability of such a point of view (Lexical ambiguity resolution 1988: 272). Everyday speech is full of ambiguities, even though it exists from a point of view that denies its possibility. In addition, we agree with the statement of L.V. Malakhovsky says that "if the listener needs to refer to the context, it already means that homonymy delays the communication process" (Malakhovsky 2009: 25). We can agree that potential ambiguity remains potential in most cases, but there is a mechanism for actual (realized) "leakage" of potential into language, a process sometimes referred to as a contextual "filter" metaphor. used (Fuchs 1994: 9).

Representatives of the considered point of view believe that homonymy and polysemy are interesting only as a phenomenon of the language system and are irrelevant in speech, because they are neutralized by the context and situation, limiting their existence to the framework of "poetic language". For example, A.A. Zaliznyak believes that "the poetic combination of meanings does not act as evidence against the principle of realization of the single meaning of the word in each specific use "normally" <...>: the poetic language violates this "norm", which is the effect. achieved" (Zaliznyak 2004). He also says that "two different meanings cannot be 'meaning' at the same time, a normal listener can choose the correct meaning" (Zaliznyak 2003; Pertsova 1988). On the one hand, it is true, for example, in the sentence "The artist painted the nanny naked", only one of the two is naked, not both at once. But it is also true that we cannot say with absolute certainty who is naked. Although common sense would lead the sitter to choose nakedness, both options are grammatically possible, and the existence of such an eccentric artist painting without clothes is not excluded. The given example demonstrates the existence of ambiguity as a speech realization of homonymy in natural language and outside of poetic speech. Misuse of ambiguous words and homonyms can also cause ambiguity beyond the task of style. Thus, we can agree with Anna Andreevna that ambiguous expressions belong more to the periphery of usage and the possibility of ambiguity should not be limited to any field.

The above point of view is typical of traditional lexicography, where the context corresponds to only one of the meanings of a polysemantic word. In accordance with traditional linguistics, there

are indeed enough concepts of polysemy and homonymy in the studies conducted with an emphasis on the internal structure of language, but when entering the field of anthropocentric linguistics, especially pragma- and cognitive linguistics, these concepts are no longer sufficient to adequately describe the reality of speech. For example, A.N. Baranov writes about the existence of contexts where it is difficult and sometimes impossible to determine the realizable meaning of polysemantics (Baranov 2006).

Representatives from the opposite point of view believe that "every piece of speech (text) contains the potential for multiple interpretations" (Golev, Kim 2010: 39; Kayser 1987: 240; also, Vezhbitskaya 1986). Recently, ambiguity "began to be perceived not as a deviation from the norm, but as one of the most important features of all important units of language, as an inevitable result of the main features of the structure and functioning of natural language" (Plungyan. , Rakhilina 1996: 4). I.V. Arnold supports this idea, speaking of the incomplete elimination of all the meanings of the word, although the context realizes only one of them. These meanings exist as a kind of associative background, which allows authors, especially poets, "to realize two meanings at the same time - contextual and reflected meanings" (Arnold 1981: 121). But the analysis of the actual material shows that in reality the word has many meanings in the course of speech, and the statement has as many meanings as the context allows. Thus, in a context that does not allow for multiple meanings for a single expression, a word or phrase will be understood in its own way, more or less precisely.

In this regard, the second part of the conclusion made by L.G. raises questions. Kim as a result of her experiment to identify the ambiguity of one phrase: "the uniqueness of meaning actualized in each interpretation is the realization of one of the many potential semantic options in their qualitative diversity, which proves the objective ability of a linguistic sign to realize (including within one speech expression) plurality of meanings" (Kim 2010: 42). The first part of the conclusion is correct, but the second part does not mention the leading role of the context in the implementation of the indicated ability of the linguistic sign. The results of the experiment prove the ability to realize the plurality of meanings of only a specific ambiguous phrase, and not a linguistic sign in general. Therefore, the conclusion that "any linguistic expression, including those consisting of commonly used lexical units, built according to the laws of grammar, has the potential for amphibolic functioning and semantic variability" (Kim 2010: 43) seems too general. "Dig up the blind giants buried in the ground" A.E. Bochkarev believes that "any isolated statement can be regarded as ambiguous", since "the notorious semantic ambiguity is a consequence of lexical and referential ambiguity", when ignorance of the

situational context leads to ambiguity. This point of view is valid in relation to most statements in natural languages, but it cannot, nevertheless, be considered universal, since it is difficult to see the ambiguity in a phrase like: "Twice two is four." It is important to note that "at the same time, nothing allows us to conclude that the analyzed language sequence is ambiguous until its various paraphrases are justified. (Rastye 2001: 243–244)" (Bochkarev 2003: 103) – i.e. however many potential "readings" a statement may have, if they cannot be demonstrated through explanation or paraphrase to other recipients, the statement cannot be considered properly ambiguous. Only a statement with an actual (realized) ambiguity can be considered as such. The most concise interpretation of the ambiguous was given by O.S. Akhmanova: "Ambiguous - allowing two different understandings" (Akhmanova 1966: 92). In the 2004 edition of the dictionary, the definition was specified: "Allowing two different understandings (especially about syntactic construction)". (Akhmanova 2004: 123). In the dictionary of D.E. Rosenthal, M.A. Telenkova unjustifiably expands the concept of amphiboly, which actually means ambiguity: "The ambiguity of an expression that allows two different interpretations" (Rosenthal, Telenkova 1985: 15). In the encyclopedic dictionary "Culture of Russian speech": "Ambiguity is the ambiguity of a phrase, statement; the possibility of a dual understanding of speech" (Kultura... 2003: 149). This definition, in our opinion, is, on the one hand, successful, since the concept of ambiguity is interpreted here from the point of view of communicative linguistics, in particular rhetoric. That is, ambiguity is considered in connection with such phenomena as a phrase, statement and speech, which is especially important for understanding the essence of the term. But, on the other hand, the interpretation of the concept of ambiguity through a close, but not identical, concept of ambiguity does not seem quite logical. The definition of ambiguity in terms of computational linguistics is quite exhaustive: "the existence of potential alternative choices at particular points in the processing of a sentence" (Lexical ambiguity resolution 1988: 129), then this concept includes cases of not only complete ambiguity, but also partial, for example, the so-called "garden path" sentences (such as "garden path" - when choosing the wrong way to understand the phrase, we are forced to return to the starting point for its correct interpretation, for example: With narrowing of the capillaries, their blockage and withering // of the blood // there is no longer enough space in the multi-kilometer network of capillaries (KP. 2011. Number 3)). The definition is interesting: "an ambiguous statement in which, outside of any discursive situation, two or more interpretations can be distinguished" (Gutiérrez-Ordóñez 1995: 28). There is a point of view that a word is ambiguous when it has two potential unrelated meanings, and polysemantic when it has more

than one meaning, interconnected (Moreno Quiben. URL: <http://www.quiben.org/32004/>) - in this case, in fact, there is a misunderstanding between ambiguity and homonymy. A collection of contemporary studies on the philosophy of language states that “ambiguity consists in the fact that an expression has several meanings or can be interpreted as expressing several different meanings” (Gullvag, Næss 1992: 1408). A. Kibrik interprets ambiguity as a referential conflict (Language typology... 2001: 1130), which reflects the essence of the phenomenon, which, in fact, is a speech representation of the asymmetry of a linguistic sign. Other linguists define ambiguity as the presence of two or more different denotations in any expression (Wasow et al. 2005: 265). Sometimes ambiguity is understood as a property of a part or a whole statement, which can allow several interpretations (Alcaráz Varo, Martínez Linares 1997: 42; Larrauri, Monteagudo; Radelli 2001). The French specialist Catherine Fouch defines ambiguity very succinctly: “Ambiguity: an expression that means several things⁵” as opposed to paraphrase, which is interpreted as “a multitude of expressions that mean the same thing⁶” (L’ambigüité et la paraphrase 1987: 15). The above definitions cannot be considered complete, since they do not indicate how ambiguity is obtained: how and by what means it is generated. For example, those about which Yu.D. Apresyan writes: “the possibility of double comprehension <...> is created in a sentence by a certain set of linguistic means, each of which separately can be completely unambiguous” (Apresyan 1971: 509). Further, he gives examples of ambiguity (he has speech ambiguity. - M.Yu.), which are generated by ambiguity, which once again confirms the correctness of attributing polysemy to the phenomena of language, and ambiguity - to the phenomena of speech. Wed from the point of view of John Hospers, who wrote: “A word is not ambiguous in itself, it is used for ambiguity: it is ambiguous when it is impossible to understand from the context in which of the meanings it is currently used” (Hospers 1989: 14). The same information can be ambiguous in one context and have only one meaning in another. R.A. Budagov also speaks of the generic-species relations of ambiguity and polysemy: “the ambiguity of a word in speech is comparable to the ambiguity of a word as a unit of a language system and, moreover, relies on it” (Budagov 1971: 102, op. according to Litvin 2005: 8). Lytvyn himself, saying that “the actual ambiguity of a word in speech is the result of the interaction of the structure of the content of the word with the real context, the environment that facilitates or hinders (from the point of view of the addressee) the realization of different linguistic potentials of the word” (Litvin 2005: 8), confirms the external nature of ambiguity in relation to the meaning of the word. To some extent, the following interpretation of ambiguity seems to be successful - “a semantic effect generated by certain textual

characteristics that allow several equal interpretations at the same time, allowing the recipient to make a choice in favor of one of them" (Beristein 1995: 41).

When considering the concept of ambiguity, one cannot ignore the question of the relationship between the concepts of "meaning" and "meaning". By meaning, we mean, following D.E. Rozental and M.A. Telenkova "the meaning that a word or phrase receives in a particular speech situation. cf. ambiguity of the sentence The teacher liked the new class <...> (the class can mean "a room for studies" and "a group of elementary or secondary school students")" (Rosenthal, Telenkova 1976). What we call "meaning", sometimes referred to as "content": "The content of the text grows out of the holistic activity of the interpreter" (Belousov, Blaznova 2005: 87). Without overestimating the importance of the interpreter (this approach seems to us rather subjective), we believe that the concept of "content" is applicable not only to the text as a structural formation, but also to any statement where certain linguistic means, coupled with the context and interpretive activity of the recipient, generate it. semantic content. Let us consider in more detail the role of context in generating ambiguity. Ambiguity is created by neutralizing the opposition "ambiguity / unambiguity" by eliminating the permissive function of the context, while such elimination is only apparent, since a specific context is needed to create ambiguity, which in most cases is created intentionally. Thus, what happens is not the loss of the permissive function by the context (accidental ambiguity), but the creation of such a context in which it certainly would not exist (in the case of deliberate ambiguity). "The possibility of a collision of some two meanings in a certain context does not mean, however, the impossibility of neutralizing this opposition in another context" (Zaliznyak 2004), i.e. ambiguity is a context-dependent phenomenon: almost any phenomenon of a language in a certain context can give rise to ambiguity.

Based on the foregoing, we will further use the following as a working definition of ambiguity: ambiguity is a linguistic phenomenon that consists in the presence of a statement or its fragment of several meanings that appear simultaneously or sequentially, due to the combination of linguistic/speech mechanisms for generating ambiguity with a special context.

The ambivalence of ambiguity- Ambiguity is often viewed as a negative category, as a defect in language and speech (Blagoveshchensky 1973; Gvozdev 1965; Malakhovskiy 2009; Bridges 1919; Claire 1965; Slama-Cazacu 1961). Polysemy and homonymy, which lead to ambiguity (Logacheva 2009; Reformatsky 2002; Eman 1960). For example, A.A. Reformatsky believed that homonymy is "an unfortunate indistinguishability of what should be different", while noting the positive role of

homonyms in creating puns and jokes, where “play on words” is just needed (Reformatsky 2002: 94). At the same time, F.I. Mauler writes that the same homonymy “contributes to the compactness of the language, and this is a positive phenomenon” (op. according to Logacheva 2009: 53). Nevertheless, homonymy is also considered as a positive phenomenon that helps to increase the expressiveness of speech, as a resource for its wealth (Buissans 1965, op. according to Malakhovskiy 2009; Rakhmanova, Suzdaltseva 2010; Ruchimskaya 2010). L.V. himself Malakhovskiy is far from a positive assessment of homonymy, because it leads to ambiguity, i.e. worsens the coding properties of the language and reduces its effectiveness as a means of communication. G.V. Kolshansky wrote that “communication can be carried out only on the basis of the certainty and unambiguity of all elements of the statement, which create the prerequisite for the language to play an epistemological role” (Kolshansky 2010: 25). A.A. Zaliznyak, highlighting the poetic and everyday ambiguity (ambiguity), speaking of the latter, notes that “from the point of view of the communicative function of the language, the actual ambiguity of the statement is a “marriage” in speech production, an obstacle that leads to the failure of a speech act and should be eliminated as far as possible” (Zaliznyak 2003). E.V. Paducheva, a few decades ago, argued that: “A statement that allows two or more interpretations, which all “mean” <...>, should be recognized as semantically anomalous: the purpose of such a statement is not to express any of its meanings. but in drawing the listeners' attention to the play of meanings with each other” (Paducheva 1982: 85), confirming the need to consider ambiguity in the play sphere and outside it differently. Studies have shown that the presence of ambiguities in the text slows down reading, since its resolution is required (Gómez-Veiga et al. 2010: 25-47; Levelt 1978; Sereno, O'Donnell, Rayner 2006). This can be seen as a negative quality of ambiguity, but at the same time, the creation and decoding of ambiguous statements are a kind of training to improve language skills, allow a deeper understanding of the intralinguistic mechanisms of a native or foreign language (Bogatyreva 2011; Efremov 2014; Yuzhannikova 2012; Lim 1998). In addition, the ability to resolve ambiguity can be considered as a high level of language proficiency and used to assess a person's language competence (Radelli 2001). According to A. Frey, some scientists believe that “the problem is only in finding the means used by the language to destroy existing ambiguities” (Frey 2006). Indeed, ambiguity is still considered as a communication difficulty and means of its resolution (desambiguation) are being developed (cf. the titles of the books *Lexical ambiguity resolution*, *Semantic Interpretation and the Resolution of Ambiguity*, *Automatic Ambiguity Resolution in Natural Language Processing*). Ambiguity can be used to change the direction of thinking (Halpern 2000), as

well as to convey hidden meanings, including indecent or shocking ones. It is especially often used in creolized advertising texts⁷ (Amiri 2009; Bobrovskaya 2007; Benitez Soto 2003). In the hands of politicians, ambiguity "becomes a powerful tool for maneuvering and concealing the truth" (Lapteva 2009: 402). Anyone who uses it with euphemistic intentions runs the risk of "being exposed", others may either not be understood at all, or not understood as intended, if the alternative meaning is perceived as the main one. In the advertising field, ambiguity is also treated ambiguously. Some advertisers believe that you should not build your relationship with the audience on the principle of "understand as you know", and the installation "It's okay if the ad turns out to be difficult. I talk to smart people who will understand it" is considered extremely erroneous (www.dkr.com.ua). There is also experimentally obtained information that a fairly significant part of advertising messages are misunderstood, and a certain percentage of respondents do not understand at all what the advertisement is about (see (Matyushkin 2004) for more details). At the same time, in literary criticism, the plurality of meanings is considered as a phenomenon not only not negative, but also necessary: "A text is an embodied plurality of meanings, not just an acceptable, but an inevitable plurality" (Bart 1989: 284). There is also a point of view, discussed in detail in the work "Seven Kinds of Ambiguity" by W. Empson (1930), that ambiguity permeates all fiction: "Playing on ambiguity is rooted in the very essence of poetry." By ambiguity he meant "a logical conflict between the denotative and connotative meanings of words; that is, between, so to speak, asceticism, which seeks to kill language by stripping words of all associations, and hedonism, which seeks to kill language, dispersing their meaning among the multitude of associations" (Empson 1961: 234). Domestic literary critics also considered ambiguity to be one of the signs of poetic language (Shklovsky 1983; Jakobson 1975: 203). J. Derrida, on the other hand, raised ambiguity to the absolute, recognizing the semantic "indecidability" as one of the principles of text organization. Naturally, the meaning declared by the author and perceived by the addressees does not always coincide, which depends not only on individual differences, but also on the social and cultural context, for example, Don Quixote, created and perceived by contemporaries as a satire on obsolete feudal orders, has recently is perceived as a hymn to naive, but honest chivalry. The problem of different understanding of a message in a dialogue is considered in detail in the book "Text Dialogic as an Infinite Semantic Space" (Zotov 2000). Ambiguity is one of the most productive ways of "encryption", which is actively exploited in advertising messages. W. Eco calls the ambiguity that attracts attention and encourages communication to be fruitful (Eco 1998). But if the text "does not decipher" from the second reading,

it is annoying and can have the exact opposite effect. The existence of ambiguity is quite possible in correct, normative speech, just as incorrect, poor speech does not always contain ambiguity. Thus, ambiguity can be classified as an ambivalent phenomenon⁸ (cf. the article on the ambivalence of homonymy (Logacheva 2009)), assessed both positively and negatively depending on the conditions of functioning. It cannot be unambiguously attributed to the negative or positive phenomena of speech, which affects the possibility of classifying one or another of its representations as errors or techniques (see § 4 of the second chapter). With the help of ambiguity, the language's craving for economy is realized and the flexibility of human thinking is manifested, although in the case of its pragmatically unmotivated appearance, it can become a serious communication barrier.

Ambiguity in movies- Every year the amount of content, and at the same time films, only increases, so we always have something to discuss at a meeting with friends, during a party or on a first date. But at the same time, there are pictures that we will not get tired of talking about, and the thing is that their endings once left us in complete confusion. We talk about films with the most controversial endings, which everyone interpreted in their own way.

1. *Graduate (1967)*

In the story, the main character returns from college to his parents' house, after which he suddenly enters into a relationship with an adult girlfriend of his parents. True, they cannot last long, because Braddock falls in love with the daughter of his mistress. The story of alumnus Ben Braddock (Dustin Hoffman) gave us not only the household name "Mrs. Robinson", but also one of the most controversial endings in history. The film begins as a romantic dramedy about an aimless existence and self-discovery, and ends as a kind of happy romance. "The Graduate" is the case when just a few final seconds completely change the whole perception. Therefore, if you turn off the film or get distracted a little before the credits, not catching the change in the faces of the newlyweds, then you can naively think that it all ended in a happy ending.

2. *Shining (1980)*

The finale of *The Shining* has a double bottom. It would seem that evil has been defeated - now Jack Torrance will certainly not harm his wife and son, since he is forever mired in ice. But the Overlook Hotel itself hasn't gone away. Moreover, the photograph, which the operator points the camera at in the last seconds of the film, has not gone anywhere. It dates from 1921, and it depicts the main character, who by that time had not yet been born. Coincidence? Did he magically appear there after the events of the movie? Or was he on it all the time, and the main character is a

spirit/reincarnation/hallucination? Whatever our choice of answer, we will never know for sure what kind of ending was actually conceived. And the fact that it is still discussed in endless essays speaks for itself.

3. *Beginning (2010)*

Probably Christopher Nolan's *Inception* is the movie that comes to mind first when it comes to ambiguous endings. It is still passionately discussed by fans, even though quite a few years have passed since the release. The director himself, of course, is silent. With a positive mind and little attention to detail (and there are a lot of them, as in any Nolan film), the first thing you might think during the finale is, "Whoa, he did it!" And by that I mean that Cobb did wake up. But then comes the understanding that in fact everything is not so simple, which there is a lot of evidence. And no matter how much we would like a happy ending, it is unlikely that it came for the main character.

4. *Birdman (2014)*

Riggan Thomson, once famous as a famous superhero, now suffers from loneliness, a little insanity and a desire to prove himself again - and not just somewhere, but in a serious Broadway production. The camera follows closely on his heels, and we are more and more immersed in this trance, in the end, like a hero, ceasing to distinguish between reality and the fictional world. Perhaps, "Birdman" is the real personification of the miracle of cinema. But at the same time, because of this, the ending of the story becomes ambiguous. Riggan plays his main role, shoots himself right on the stage, but instead of being in a death abyss, he, on the contrary, soars into the heavens and circles in the middle of skyscrapers. Considering that we are watching this scene through the eyes of Emma Stone's character, one would think that Thomson is alive and finally enjoying his greatness. But, if we return to reality, is this really so, or is everything that happens just a dying vision?

5. *Blade Runner (1982)*

Another undying classic with an unobvious ending is Ridley Scott's *Blade Runner*. The main question of the film, to which there is also no unequivocal answer, no matter how you look, is what distinguishes a person from a replicant. And to be even more precise, through the prism of artificial intelligence, we are led to think about what makes a person a person. The theatrical version is known for its happy ending, which, however, was not enthusiastically received by the audience. Therefore, if you watched the version at the end of which Deckard and Rachel happily "go into the sunset", then we are in a hurry to upset you (or please). In the director's cut, the final scene is the scene in which the protagonist finds an origami unicorn figure, which he saw only in his dreams. But was it a dream?

Or is the movie's ending a dream? What if Rick isn't human either, but a replicant? Any of these questions are still open.

6. *Taxi Driver (1976)*

Is the ending of the famous "Taxi Driver" a sweet reality or a bitter illusion? At first glance, it seems that for Travis Bickle it all ended like in the classic hero's journey - overcoming all the crises, he managed to save the day and be reborn. However, the picture we are shown after Bickle bleeds out is unlikely to be what actually happened. As in the case of Birdman, this may only be the hero's dying illusion, which is much more like the truth.

7. *2001: A Space Odyssey (1968)*

There is no movie more controversial than 2001: A Space Odyssey. After watching it, you can make about a thousand theories about what we have just seen, and it is likely that all of them will be equally true and erroneous. Therefore, no matter how you see the ending, it is probably not what it really is (and is it even there?). A mysterious monolith, monkeys with clubs, a space child, into which the main character eventually turns - in Kubrick's film, absolutely any of its details is ambiguous. It remains only to trust, first of all, your feelings, because we will never know the unequivocal answer.

8. *Synecdoche, New York (2008)*

Wildly ambitious, bizarrely funny and seductively sassy, Charlie Kaufman's directorial debut is one of the smartest and most emotionally devastating experiences you'll ever have. The film penetrates the psyche of the protagonist and creates a world inside him; a world of torn desires and ambitions, fading memories and fading relationships. It is impossible to describe "Synecdoche, New York" in simple terms and requires several viewings and discussions to fully understand the film. It's not an easy movie to love, but over time it will keep you hooked and you'll come back to it over and over again.

9. *Master (2012)*

This may come as a surprise given that the film has a straight forward plot with a linear plot. But *The Host* is as ambiguous as a movie can be, and is a film that requires repeated viewings to fully understand the underlying meanings and themes it deals with. The film tells the story of a mentally vulnerable World War II veteran who finds it difficult to adjust to a civilized society. He meets the charismatic leader of a religious movement known as "The Cause" and joins him, traveling with him and spreading his teachings far and wide. The film explores the relationship between the two characters and the protagonist's unsettling state of mind. There is no single theory that could define

"Master". Was there a movie about self-discovery? Rejuvenation? Personality? Were Freddie and Quell lovers? We never know, but that's the beauty of it. The more you discuss and think about it, the more the film opens up to you.

10. *Certified copy (2010)*

Iranian author Abbas Kiarostami The European classic is one of the most intriguing explorations of human relationships, art, and the ambiguity of our perception of reality. The film follows a British writer and a French antiques dealer whose relationship takes a strange turn during the course of a day in the beautiful Italian city of Tuscany. 'Certified Copy' questions art, its relevance and originality and explores our perception of reality. With a deceptively simple narrative, Kiarostami creates a delightfully haunting cinematic piece teeming with raw human emotion and deep philosophical overtones. "Certified Copy" is a movie that stimulates your thoughts and awakens your withered emotions. A must see for those who want to have deep philosophical and intellectual discussions.

11. *Upstream Color (2013)*

Shane Carruth's magnificent opus is a stunning experimental piece of art that explores the philosophy of life, human existence and love. In abstract storytelling, Carruth embodies universal themes of human identity, nature, and the life cycle. Rising Color is one of the most complex pieces of cinema you'll ever see. It confuses and captivates you, makes you think and come up with your own interpretations. The film leaves room for endless theories and possibilities for thought and imagination and definitely gets better the more you discuss and analyze it.

12. *Mulholland Drive (2001)*

Mulholland Drive is ambiguous in its entirety, and each time you come out of the movie with a different interpretation and more likely theories. Such a multi-layered, ambiguous, complex and emotional film, like a film, it only gets better and better with repeated viewing, and it can be discussed, talked about forever, and yet every viewing is a completely fresh experience. With a whimsical fairy tale narrative, Mulholland Drive explores the themes of love, ambition, desire, destiny and dreams. The conflicting theories of its plot continue to attract countless cinephiles, and the film's reputation has grown significantly over the years.

13. *Ship Theseus (2012)*

Anand Gandhi's profound philosophical exploration of human existence, the purpose of creation and self-discovery is one of the most life-changing cinematic experiences you'll ever have.

Acclaimed as one of the greatest Indian films ever made, *Theseus' Ship* depicts the lives of three seemingly unrelated people; a blind photographer, a sick monk, and a stockbroker all share one common element, which is revealed in the film's ending that surprises you in ways you probably haven't seen before. In an extensive narrative, *Gandhi* explores and questions human identity, the subjectivity of sight and vision, and the subtleties of human morality. Needless to say, this movie is sure to spark controversy among your peers, and its beauty only comes out through further discussion and analysis.

14. *Pi (1998)*

Creepy, bizarre, surreal and almost Lynchian in scope, *Pi* is one of Darren Aronofsky's best films. The film depicts the life of a mathematician obsessed with mathematical theories and patterns, who is torn between solidity, coherence, regularity and consistency. mathematics and the imperfection of human nature. The film draws parallels with the contrasting relationship between human nature and mathematics. *Pi* covers a wide range of topics, from obsession and religion to the incomprehensible complexities of human nature and the universe.

15. *Zodiac (2007)*

Clinical, ambitious and endlessly intriguing, David Fincher's "*Zodiac*" is a modern classic. The film chronicles Robert Graysmith's relentless obsession with the infamous Zodiac Killer, who terrified the San Francisco Bay Area back in the late 60s and early 70s. The ending might infuriate some of you as it doesn't reveal the identity of the killer, leaving us to wonder about his existence, his reasons and motives. The film does not provide answers on these aspects, but instead engages you in a heated discussion with your peers about the perpetrators of these brutal murders. *Zodiac* is a rare cinematic experience; one that initiates conversations, requires discussion, and generates strong controversy.

16. *Predestination (2014)*

Predestination is a delightfully sparkling film that entertains every time you watch it. This is a movie that entertains its genre, entertains your senses and takes you on a mesmerizing journey of love and identity through intense time travel play. The film tells the story of an agent who is asked to travel back in time to prevent the 1975 New York bombing. *Predestination* leaves you with quite a few things to chew on long after the film's release, and provides room for multiple interpretations and conclusions. The whole concept of the time travel paradox revealed at the end is quite fascinating and requires you to re-evaluate and analyze the entire plot of the film.

17. *Fight Club (1999)*

'Fight Club' is a phenomenon. Every aspect of this movie - dialogue, scenes, visuals, acting and music - is iconic in every way. It follows a young, mentally disturbed insomniac who finds solace in his miserable, monotonous life by forming a fight club with a charismatic, carefree soap salesman. The film is ambiguous on many levels and leaves you to decipher the hidden clues and meaning behind it. 'Fight Club' is a movie that can be fun to discuss and talk about because it's full of the philosophy of modern life, rebellion and will make you think about life, despite how promising and over the top it may seem in places.

18. *Shutter Island (2010)*

Shutter Island is far from close Martin Scorsese's best work, but it would be unfair to deny its skill. With stunning visuals, Scorsese perfectly captures the paranoia of a man who apparently visits a frightening, isolated mental asylum as part of an investigation into a woman's disappearance. On repeat viewings, you see that the film offers subtle hints and clues as to the veracity of its protagonist and his mental state. Shutter Island This is a movie about possibilities, and the ending of the movie requires many hours of discussion from your friends. Does Ted understand his own state of mind? Was he really paranoid or was the whole plot just a game to mask his guilt? And so on ...

19. *Memento (2000)*

Christopher Nolan Indie Masterpiece is a tense, gripping drama that tells the story of a man suffering from short-term memory loss who wants to track down his killer's wife. He is assisted by several people he meets along the way, and he picks up pieces of his fragmented memories by making notes on a piece of paper. The famous reverse chronological narrative allows you to get inside the head of its protagonist, as only fragments of information are revealed to us before a violent climax sets in, confusing and destroying you. Nolan meticulously processes each frame and provides clues that are crucial to uncovering the truth about his main character.

20. *American Psycho (2000)*

Who can ever forget Christian Bale as Patrick Bateman in this psychological thriller. A Wall Street guy who is very careful about his appearance sometimes commits violent crimes - or not? The movie is pretty simple until the penultimate scene leaves you puzzled in the final scene. The scene in which you realize that Patrick may or may not have committed these heinous crimes is as confusing as ever.

21. *Total Recall (1990)*

'Total Recall' can be called ambiguous in general. Arnold Schwarzenegger The character visits a special facility to plant fake memories of his non-existent mission to Mars and discovers that those memories already exist. He then tries to figure out if the memory affected his mind or if those memories actually existed. In the end, both Arnold and the audience are unsure.

22. *Enemy (2013)*

Prisoners is another movie that has been talked about a lot. If you pay close attention, the film used graphic representations of webs and spiders throughout the film. Throughout the production, the escalating conflicts between Adam and Anthony point to a cliffhanger ending that requires some serious action. The web of lies grows wider and thicker with each scene that occurs, propelling both parties involved to a place from which they will not return. One of the two does not return after the accident. The fate of the other is yet to be decided. That's why the spider eventually comes after him to decide for another person of the same physical form.

23. *Cash (2005)*

Michael Haneke and us. Interaction is never absolute and inevitable. It just pops up out of nowhere, leaving us dazed and bewildered, and him and him, cleverly taking joy out of our suffering. I have yet to understand the approach or the film as a whole, so I apologize for my limited knowledge. What I could understand is that the sons of Majid and Piero were engaged in some kind of vague discussion that Haneke deliberately left out of the cycle. George's memories were another moment where I got lost and further respect for Haneka was found. This dream too had movie-like themes, making it a topic of discussion for everyone in the comments section.

24. *Donnie Darko (2001)*

'Donnie Darko' comes at a time when the trend of abrupt exits from films with ambiguous endings has begun. The boring but highly talented cast was not expected to pull out anything special, and when they did, everyone gasped. It became a big commercial hit and also received very rave reviews from critics. It became a cult film, cited by many as one of the best science fiction films of its time. Was it just a dream? Or did he have an alter ego that made him imagine things? There are no clear answers, but there are a number of conjectures and reflections. Some believe that the world is different from the one Donny lived in; while some still refer to it as Donnie sleeping in his bed and being killed in his sleep, it was actually another dream he had.

2.2 Data analysis

Basic methods for investigating ambiguity- In the process of studying the phenomenon of ambiguity, it is natural to turn to the methods and techniques of psycholinguistics, both offline (questionnaires, questionnaires) and online (i.e., in real time). The most common are interpretation, the introspective method, and the text analysis method. In addition, to study the processes of generation and understanding of ambiguous statements, it is possible to use such offline techniques as: 1) sentence completion; 2) determining the acceptability of the proposal; 3) choosing the correct answer; 4) generating statements from pictures.

But methods based on the use of questionnaires and questionnaires, i.e. offline techniques (Nos. 1-4) could be used only for cases of complete ambiguity, since we interpret statements with a short period of ambiguity resolution almost instantly and often unconsciously. The shorter the resolution time, the more automatic it is. In such cases, the traditional methods of psycholinguistics are not effective, more objective methods are required, where subjectivity would be minimized and where the awareness of the procedure by the subjects could not affect the results:

1. Eye movement method: the pre-setting of this method is such that the reading time of an ambiguous phrase is longer than that of a control phrase that does not have multiple meanings (Serenio, O'Donnell, Rayner 2006), but in fact, This method has yielded conflicting results. The eye movement method studies various aspects of both keywords (homonyms, polysemants, etc.) and context. In particular, such a characteristic of words as the dominance of meanings, associated with the relative frequency of the prevailing meaning. There are two types of value dominance: balanced, when two values are approximately equal, and biased, when one of the values dominates. The context is also considered, which can be neutral (not allowing ambiguity to the keyword) or provoking one of the meanings. This method mainly compares the time of fixing the gaze on keywords that can change the meaning of the statement, and on control words that do not change the meaning of the statement, which are placed in the same context. Despite the opposite attitude of most researchers, in 2009 it was experimentally proved that the time of fixing the gaze on a keyword was longer in the case of a sentence with one meaning than in an ambiguous sentence, however, in the ambiguity resolution zone, the opposite result was obtained - long-term fixation is characteristic of the segment a sentence that resolves ambiguity (Sheridan, Reingold, Daneman 2009). For an overview of the use of the eye movement method in resolving ambiguity, see (Duffy et al., 2001).

2. Method for measuring reading time (SPRT - self-paced reading task). A method similar to the previous one, with the difference that here the subject does not have the opportunity to return to the read text.

3. The method of evoked potentials (event-evoked potentials): measurement of brain impulses as a reaction to reading experimental phrases, in particular, the study of the behavior of the N400 component (negative peak approximately 400 ms after the start of the stimulus), the amplitude of which depends on the context, frequency and frequency language units. For example, the amplitude decreases with a high semantic congruence of a language unit, i.e. its high predictability in this context (Sekerina 1996). Accordingly, if the phrase allows for more than one meaning, even to a small extent, then the amplitude of N400 will presumably be high. When using any methodology for the study of ambiguity, we are faced with almost insurmountable limitations due to the complexity of the phenomenon under study. The first of these is that subjects should not know that stimulus sentences contain ambiguity, so as not to violate the purity of the experiment. To be aware of what means of language we use in speech is just a matter of training, which is important for a linguist or for anyone interested in these means, while the speaker does not need it at all and does not correlate with knowledge of the language in any way (as a healthy person, as a rule, there are no concepts has what and how functions in his body). This explains the automaticity of speech activity, the lack of reflection when using speech forms. An ordinary native speaker thinks more about what to say and why than what language means he will use. If the subjects know exactly what is expected of them, they begin to look for ambiguity intentionally and spend more time looking for it in unambiguous sentences. In this case, the postulate about a longer processing of ambiguous sentences is refuted. If the recipients do not realize that there are ambiguous ones among the stimulus sentences, they, as a rule, do not notice them. In the event that the task offered to the informants encourages them to think about the factual material, then after the first processed ambiguous sentence, the purity of the experiment is lost, since a person learns very quickly from analogies, and we return to the problem of deliberately searching for ambiguities in the text (more on (See Ambiguity in Psycholinguistics 1981; Le Ny 1987.) Related to this phenomenon is a pattern in which readers detect ambiguities in texts: if an ambiguous sentence is placed in a newspaper column devoted to humor, it will be read as many times as it takes to discover all of its meanings, if the same sentence appears without any indication of its "double" content in the news section, for example, it will most likely be perceived as unambiguous. This is the reason for the lack of experimental work covering the entire phenomenon of ambiguity. In

the scientific literature, one can find fragmentary studies of certain aspects of the concept under consideration, mainly focused on polysemy and homonymy. Thus, using the above methods, the “instantaneous hypothesis” was proved (Just, Carpenter 1980): the context almost instantly affects the choice of meanings in the case of homonyms, but not the choice of direct / figurative meanings of the polysemantic. Studies on anaphora (an ambiguity built on the possibility of several referents for one pronoun) have shown that the time of fixation on a pronoun depends on the availability of the antecedent, the object pointed to by this pronoun. N.D. Golev, with the help of a questionnaire, experimentally proved what was described by N.P. Kolesnikov, the influence of punctuation on the occurrence of ambiguous statements (Golev, Tiskova 2003; Kolesnikov 1981). As can be seen, these undoubtedly useful works are “pointed”, i.e., as a rule, they confirm the theoretical conclusions on one or another narrow problem. Thus, one can recognize the inherent value of theoretical research in this area, since at the moment linguistics (including psycholinguistics) is only approaching the problem of studying such complex phenomena as ambiguity, and so far there is no way to experimentally demonstrate the very process of detecting and resolving ambiguities by an individual in texts.

In this work, the main method for classifying ambiguous speech units was a quasi-experiment - “something between observation and experiment: the researcher collects material, makes samples based on the parameters he himself determines, without resorting to the help of informants” (Belousov, Blaznova 2005: 31). The non-use of informants is explained by the specifics of the object under study: explicit ambiguity is obvious in itself, implicit ambiguity is resolved, as a rule, at an unconscious level and so quickly that the informant is often unable to notice the process of its resolution. Thus, only resolvable ambiguity is perceived by speakers as ambiguity, while true, complete ambiguity is completely unambiguous for them. This, as well as the vastness of the material, explains the difficulty of experimental research with the help of informants. In this regard, the reliability of the data obtained is ensured by conducting an experiment on oneself (since an individual speech system is a reflection of the language system as a whole) and processing extensive factual material using separate statistical methods: “All material, each use is repeatedly passed through itself as a reader and listener. This is what all researchers do, whether consciously or not” (Lapteva 2009: 64); “an individual speech system is only a specific manifestation of the language system, and therefore the study of the first for the knowledge of the second is quite legitimate” (Shcherba 1974).

2.3 Model of analysis

Categorize of ambiguity-There are several classifications of ambiguity in the scientific literature for various reasons. Consider the most famous.

I. Classification according to the origins of the generation of ambiguity: it is traditionally divided, first of all, into lexical and syntactic (Zaliznyak 2004; Bach 1998; Bucaria 2004). This division seems to be too general. Most authors, guided by the levels of ambiguity generation, distinguish three of its varieties: 1) lexical: when ambiguity is created on the basis of a word that can be understood in more than one way (polysemy, homonymy or grammatical ambiguity); 2) structural (or syntactic): when a sentence can have several possibilities for parsing; 3) semantic: when a statement can have several semantic interpretations. (Larrauri, Monteagudo; *Ambiguity in Psycholinguistics* 1981). Sometimes phonetic ambiguity (on homophony) (Gutiérrez-Ordóñez 1995\$ www.wikilengua.org/index.php/Ambigüedad) is added to this list, and contextual or anaphoric ambiguity is singled out in the structural ambiguity. Some researchers call ambiguity based on anaphora pragmatic (Thiollent 1987: 214).

Lexical ambiguity arises when the plurality of meanings of a statement is due to the ambiguity of one of its elements (Alcaráz Varo, Martínez Linares 1997: 42; *The Oxford Handbook* 2007: 160). Sometimes it is considered a synonym for polysemy, that is, the presence of several meanings for a word (Britton 1978: 1–7), but we, following Katz and Fodor (1963) and Katz (1972), consider lexical ambiguity to be one of the types of ambiguity, a phenomenon of speech, and not language, and therefore not equivalent to the concept of polysemy. Syntactic ambiguity is based on the possibility of several different interpretations of syntactic relations between the components of a sentence. Some scholars also call this type grammatical ambiguity (Wurzel 1997). Researchers note that, according to generativism, only surface structures, in contrast to deep ones, can be ambiguous (Slobin, Green 1971; Danesh 1964; Alcaraz Varo, Martinez Linares 1997). Other researchers distinguish both superficial and deep varieties in syntactic ambiguity (*L'ambigüité et la paraphrase* 1987; Arutyunova 1972; Sennet 2011). O.A. Lapteva proposes the division of syntactic ambiguity into spatial (positional) and internal (essential), which, in principle, corresponds to the division into superficial and deep (Lapteva 2009: 227). If the lexical and syntactic (structural) varieties of ambiguity are defined more or less standardly, then the semantic variety is understood both as a phenomenon close to indefiniteness (www.wikilengua.org/index.php/Ambigüedad) and as the presence of several meanings for one word

(Larrauri, Monteagudo), the same authors consider lexical ambiguity as close to syncretism: lexical ambiguity is found in the form of a morpheme or a word that can belong to several grammatical categories. Some researchers distinguish this variety into an independent category of the lowest level: morphemic (syncretic) ambiguity (Wasow et al. 2005). Adam Sannet in the dictionary entry "Ambiguity" does not single out semantic ambiguity at all, including some of its varieties partially in the lexical and syntactic varieties (Sennet 2011). There is also an alternative construction of the tree of varieties of ambiguity: when syntactic and semantic ambiguity are varieties of lexical. Syntactic lexical ambiguity in this case is referred to as category (part of speech) ambiguity, in contrast to structural ambiguity, which is associated with the presence of several syntactic trees in a sentence. The authors divide semantic lexical ambiguity into polysemic and homonymous (Lexical ambiguity resolution 1988: 5). The authors of the book *Ambiguity in Psycholinguistics*, in turn, distinguish the ambiguity of parts of speech as part of lexical ambiguity (*Ambiguity in Psycholinguistics* 1981: 101). Within the framework of structural (syntactic) ambiguity, punctuation ambiguity is sometimes distinguished, which, as a rule, is created by combining two sentences (*Brief explanatory psychological and psychiatric ...* 2008; *Dictionary of neurolinguistic ...* 2003).

The Stanford Philosophical Encyclopedia identifies three types of ambiguity: lexical, syntactic, and pragmatic, where the latter two also include its proper semantic types (Sennet 2011; Peters, Green 1990). In *The puzzle of ambiguity*, ambiguity is subdivided into morphemic, lexical, syntactic (or structural), and scopal (or grouping) ambiguity (Wasow et al. 2005). Interestingly, one of the first typologies of ambiguity still remains relevant, since it indicates all the main types of ambiguity, although without a clear division into structural-linguistic levels. These are the six ways of false argumentation from "Sophistical Refutations" of Aristotle, where he singled out: 1) lexical ambiguity; 2) structural homonymy; 3) an incorrect combination of elements of the proposal; 4) incorrect division of elements; 5) incorrect accentuation; 6) the form of expression (Aristotle 1976).

The most complete and clearly structured classification of ambiguity is the classification of Catherine Fush, which distinguishes the following levels (as she has. - M.Yu.) of ambiguity:

- 1) phonetic;
- 2) lexical;
- 3) syntactic ambiguity of the components;
- 4) syntactic ambiguity of actants;
- 5) semantic-logical;

6) pragmatic (Fuchs 1996).

On the whole, we agree with the identified types of ambiguity, although we consider it justified to reduce the number of main categories in order to simplify the classification system to three main types: semantic, syntactic, and pragmatic, followed by subtypes.

II. Classifications according to the structure of the ambiguous statement (by the location of the keyword and switch). This classification is applicable mainly only to the semantic type of ambiguity. A keyword (or connector) is a key element that makes it possible to have multiple meanings, i.e. is a kind of unifier of several meanings in one form. Words that are points of branching of meaning, which, due to their polysemy or homonymy, make everything an ambiguous statement, some researchers call functors, and the process of meaning increment is called functorization (Myshkina 1999; cit. according to Grebenkin). A switch (or shifter) is an element that causes a transition from one meaning to another. Various researchers call these elements differently: keyword - connector (S. Attardo), shifter, functor (embrayeur (Charaudeau), connecteur (Greimas); switch - disjuncteur (Greimas), script-switch trigger (Raskin), désembrayer (Charaudeau), deshifter. However, the distinguished types of arrangement of these elements are standard for most authors and form only 3 groups:

1) The switch is before the keyword: in this case, the ambiguity is resolved before the keyword is read. When the context hints at the possibility of a different reading, we tend to go back to the beginning and check it out, i.e. in this case, we do not resolve the ambiguity, but, as it were, create it by reversing the usual sequence of steps. At the same time, a change in the order of perception does not exclude the very change of meanings, and since we attribute the switching of meanings to ambiguity, such ambiguous phrases are also ambiguous from our point of view. For example: The average student is the Serpent Gorynych on the contrary: there is one head, and three tails (Komok. 2005. No. 7) - the shifter (switch) is underlined, which switches the meaning of the next connector (keyword) after it - the ambiguous word "tail".

2) The switch is after the keyword. The so-called classic type of deceived expectation, when, having reached the switch word, we are forced to return and read the phrase or part of it again and with a new understanding. For example: Vitaly Mutko and football players. The Minister of Sports of the Russian Federation and the Russian national team surprised with their performances. Especially in English (Komsomolskaya Pravda. 2010-2011. No. 52).

3) The switch matches the keyword or is missing. This variety can be called incomplete or defective, since it is slightly rarer than the others, although it cannot be said that such examples are unnatural or bad. For example: Olympic champion Yana Batyrshina and her beautiful love (AiF. 2004. No. 38) - there is no connector here.

Based on the analysis of the factual material, we divided the third type into two independent ones: incomplete, because it is characterized by having only one element out of two, and matching when the radio button matches the keyword. Formally, it is also incomplete, but differs from the previous type in that its shifter, although it coincides with the connector, is located in the phrase itself, and not outside it, in a broad context. For example: The Kremlin fuses the oligarchs (The title of the article is that the “steel kings” are ready to unite in a metallurgical “collective farm”) (Arguments of the week. 2009. No. 3) is an incomplete type. It is peculiar, first of all, to headings, because in this case, the ambiguity is often "broken", i.e. the connector is in another part of the header complex. The same type includes ambiguous contexts with a marked keyword (shifter), because in this case, the marker performs the function of a connector, for example: The experts of the supposedly “face-to-face” forensic psychiatric examination, the “patients” whom I met, claim: they never saw it! (Tomorrow. 2006. No. 48).

III. Classifications according to pragmatic motivation: they characterize ambiguity in terms of its pragmatic motivation. First of all, ambiguity is divided into accidental/unintentional and intentional (Bobrovskaya 2007; Kim 2006; Kiklevich 2008; Benítez Soto 2003; Larrauri, Monteagudo. www.realiter.net). Intentional ambiguity is one where the context is designed specifically to not resolve the ambiguity (or belatedly), while accidental is where the permissive function of the context is lost by accident (Peña 1982). We can judge the intentionality or accident of the generation of ambiguity based on such indicators as the appropriateness of ambiguity in certain areas and genres, the effect it produced, as well as using individual knowledge, including extralinguistic, and linguistic flair.

IV. Functional classifications. A.A. Zaliznyak distinguishes between poetic and everyday ambiguity (ambiguity) (Zaliznyak 2003) with the difference that the first has both meanings equivalent, while the second has one correct understanding, and the second is wrong. The same author belongs to the division of ambiguity into punning and non-punning, almost identical to the one described above, in fact, reducing ambiguity to polysemy. Examples are distinguished by 1) the semantic distance between meanings and the relationship between them (“gluing”, “fusion”,

“flicker”); 2) by function (entertaining examples, as a rule, belong to the punning variety, from poetic speech - to non-punning). The opinion that a pun pushes and opposes meanings, and a non-punning combination of meanings unites them, does not have sufficient grounds, since in the second case the meanings are opposed, being realized with the help of a suitable context at the same time. Under bonding A.A. Zaliznyak understands “the combination in one word (within one utterance) of two distinctly different, but not mutually exclusive understandings of it, which does not create any special effect: “ambiguity” in such cases is detected only by a linguist who has set himself the task of identifying a dictionary meaning” (Zaliznyak 2006: 26), but the speaker and the listener do not notice this "gluing". The examples cited by her rather refute such an approach, since in a line from M.Yu. Lermontov's "Empty heart beats evenly, / The gun did not flinch in the hand" is obviously an intentional combination of two meanings, creating a poetic effect. The next variety - "alloy" - when two "distinctly different meanings, as it were, are combined into one; at the same time, the feeling of their difference is also preserved, and this is what the effect is based on: different things appear as one <...>, and from this combination a new, third meaning arises. The third, “flickering” is “when two or more different meanings are present in a word at the same time, which creates the effect of “flickering” (i.e., as if one or the other meaning alternately reveals itself” (Zaliznyak 2006: 30), on our view repeats the previous two varieties, because in all of them there are several meanings in the word at the same time. A separate type is represented, according to T.M. Nikolaeva, the "principle of ternary semantics" (cited by Zaliznyak 2004), i.e. the use in one context of the same word, first in one and then in another meaning (what we call antanaclase). O.S. Grebenkina delimits all "ambiguous statements" into the opposition "comic - serious", that is, the mechanisms for creating ambiguity can both describe a real ambiguous situation and model it only in the discursive plane. Ponomareva distinguishes, in addition to poetic, two more varieties of ambiguity according to the functions it performs: cognitive and communicative. And she considers metaphors, allusions, puns, actualization of the internal structure of the word as the main stylistic means of creating poetic ambiguity. The source of the ambiguity of a poetic text can be the combination of the meanings of individual words, phrases and different plans for describing the entire text: “Combinations of meanings can be very diverse in a particular poetic text, violating the “norm” of using ambiguous words in only one meaning in a certain context, creating the effect deceived expectations and realizing the author's intentions, the author's aesthetic code" (Ponomareva 2006: 216).

V. Classifications by resolution features: there are two main types of ambiguity: complete (absolute, true) and partial (relative, false). Based on the theory of linear, sequential speech perception (Frazier 1987; van Gompel 2005), we agree with O.A. Lapteva, who writes that "the step-by-step introduction of information in physical time leads to a step-by-step decoding of the linguistic material, which at each specific moment of speech perception was in the field of attention of the recipient" (Lapteva 2009: 12), thus, only after the completion of the perception of the text, the recipient corrects his original understanding. The linguist distinguishes the following varieties of the manifestation of additional meaning as a result of the perception of the text: 1) it is fully revealed; 2) is not fully revealed; 3) is not revealed at all. In the latter case, it probably means its resolution, since if an additional meaning is not revealed, then there is no ambiguity as such (Lapteva 2009). Speaking about the "length of existence" of the phenomenon under consideration, we share the opinion of O.A. Lapteva about the two main varieties of ambiguity: the one that is resolved within a narrow or broad context, we call partial ambiguity, and the one that is not removed by linguistic means either immediately or after some time - complete ambiguity (it should be noted that relevant in this case are precisely the linguistic means (markers) of resolving ambiguity, and not reliance on extralinguistic knowledge and / or intuition of the recipient). The same varieties of N.N. Pertsova calls disjunctive (mutually exclusive) and conjunctive (assuming the simultaneous presence of two readings) (Pertsova 1988). In the case of complete ambiguity, understanding the second/alternative meaning as the main one can lead to a communicative failure.

Thus, the resolution of ambiguity can be carried out both not immediately, requiring a rather extensive context (for example, in the work of V. Pelevin "Nika", only in the last paragraph of the story it becomes clear that Nika is a cat), and almost instantly: Sometimes they give carnations. In an unusual way: first by running this carnation over the car, and then putting it into the wheel (Komosomolskaya Pravda. 2010. No. 52). I.A. Sekerina, in her review of American syntactic theories from the point of view of psycholinguistics, also writes about "globally polysemantic" sentences and about "temporally polysemantic" ones (Sekerina 1996: 101). Examples when people perceive two different meanings of the same statement (and each sees only one meaning), we consider a special case of partial ambiguity. A. Kiklevich calls such cases successive ambiguity as opposed to simultaneous - "when semantic two-dimensionality characterizes the understanding of the message by the same subject" (Kiklevich 2008: 44). In addition, it is possible to single out such a basis for

classifying ambiguity as the normativity of the means of generating ambiguity, according to which ambiguity is divided into 1) expressed by normative means and 2) violating linguistic norms.

VI. Classifications according to the degree of manifestation: they distinguish between actualized (explicit) and non-actualized (implicit) and realized and unrealized ambiguity (Kim 2006). A realized ambiguity is one that the addressee does not resolve (due to various reasons: he did not notice, did not understand, does not know which meaning to prefer), unrealized ambiguity is easily resolved by the addressee in the way the speaker intended.

VII. Classification according to the source of ambiguity (a property of linguistic units or a feature of their organization) allows all jokes based on ambiguity to be divided (however, loosely) into referential and verbal (playing on meaning or form) (see (Brevdo 1999)), or, in other terms, internal (potential) and external, when the possibility of multiple interpretations does not depend on the presence of potential ambiguity in the sentence (Peña 1982; see also Gleason 1965). Here, Z. Freud's idea about the varieties of wit can be applied to ambiguity: "Either the thought itself, expressed in a sentence, bears the features of wit, or wit lies in the way of expression that the thought found in the sentence" (Freud 1997: 17). In addition to the above types of ambiguity, it can be typified by the "distance" between the meanings of keywords or the meanings of ambiguous speech units in general. Despite the fact that this characteristic is the most subjective, the analysis of the factual material showed that there is a certain difference between ambiguous speech units depending on the "remoteness" of the alternative meanings of their keywords. Wed: I didn't want to knock on the door of some grandmother, and it's useless, because grandmothers who let them spend the night usually live in the same places where the nightingale-robbers and koshcheis, and here was the Michurinsky collective farm - a concept, if you think about it, no less magical, but in a different way and without any hope of an overnight stay in an unfamiliar house (V. Pelevin. Yellow Arrow) - shades of meaning within the same dictionary definition "Based on fantastic fiction, fantastic transformations." The following example shows more spacing between values: title. Art. The G8 is worried about gases. The G8 are concerned about gases / Those that threaten an ecological catastrophe (AiF. 2009, No. 29) - in this case, the ambiguity is based on close, but separate dictionary meanings of the word "gases". And finally, examples of the maximum distance between the interpretations of the keyword/keywords: Its main decoration is the plaques of youth, such as "Exemplary apartment" or "Smoking woman ends up with cancer" (Segodnyaya Gazeta, 8.04.2006); Did you buy bread? - Well, how can I tell you ... - Say it like it is!

- No, you have to drink it! (Komok. 2005. No. 14).

In the literature, such a distinction is not often found. For example, in some sources one can find a scale indicating the movement from homonymy to polysemy and metaphorical meaning (Lexical ambiguity resolution 1988: 7) or a scale from a slight violation of predictability to absolute ambiguity. (Ambiguity in Psycholinguistics 1981).

Kinds of Ambiguity

Ullmann (1972) and Pateda (2001) point out that there are three types of ambiguity: phonological ambiguity, lexical ambiguity and grammatical ambiguity.

1. Phonological Ambiguity

The phonological system is the objective basis of the sound system of the human language. The phonological system of each language is unique.

Sea/See, Two/Too, Here/Hear.

2. Lexical Ambiguity

It is also called semantic ambiguity. Ambiguity refers to anything that has two or more meanings. A polysemous word speaks of lexical ambiguity, and if the whole sentence has more than one meaning, then we speak of structural ambiguity.

The boy carries the light box. This example has three different meanings:

light not a heavy box, a box that has an electric lamp and a shiny box.

The bank cashed my check.

We sat along the bank of the Thames river.

In the case of the lexical ambiguity we can further distinguish two types: homonymy and polysemy.

If we take homonymous words into account we have multiple unrelated meanings, for instance take the word bank, which may refer either to a financial institution or to the edge of a river.

Encountering such a word in a sentence with an unknown context we experience a sensation of doubt as we might be unable to interpret the sentence correctly. On the other hand, polysemous words have different related meanings, called senses. A good example is the word foot, as in the foot of a person or the foot of a bed or form of measurement.

3. *Grammatical Ambiguity*

Structural ambiguity is the result of the particular arrangement of words in a sentence. The first is called syntactic ambiguity, which occurs when the grammatical order permits two or more meanings to emerge. It happens that the sentence can be understood in two different ways. It depends on the intonation with which it is pronounced, where the pause is made within the sentence, the relationship between the words in the sentence, the meaning of these words, etc. it depends.

The chicken is ready to eat. This example has two different meanings:

- I cooked the chicken, and it is ready to be eaten
- The chicken bird itself is ready to eat some food.

I saw her in the street. This example has two different meanings:

- I saw her when I was in the street.
- I saw her when she was in the street.

The problem of disambiguation

In this part of the thesis, researcher will look into the problem of the resolution of ambiguity. The prevailing point of view in traditional semantics and in translation is that ambiguity needs to be resolved one way or another. However, language being an effective tool for communicating ideas, emotions etc. often plays practical jokes and easily shifts meanings.

Having faced the puzzle of ambiguity, the translator has two options. He\she can either disambiguate polysemous words or exploit them for conversational (meaning pragmatic) profit, and this is in spite of the fact that keeping multiple meanings in mind has some cognitive cost (Nerlich 2003).

Disambiguation is triggered by context. Broadly speaking, by 'context' I understand any type of conceptual, linguistic and extralinguistic information available at the moment of translation decision-making. If ambiguity occurs as a result of polysemy, then the presence of clues of one meaning or the absence of clues (primes) of a different meaning (or meanings) is a tool of disambiguation. Conceptual primes facilitate the process of disambiguation. Each word is associated with a set of dynamic cognitive contexts that store a significant amount of conceptual information, referring to any number of conceptual domains that are relevant to the identification of a particular sense of the word.

(1) 'We attended the same school' may mean, for instance, 'we were classmates' or 'we studied in the same school but were not classmates';

(2) 'She is plain' may be interpreted as 'she is ugly' or 'she is simple';

CHAPTER III

Result and discussion

Linguistic ambiguity refers to a characteristic of language where spoken or written text can be understood in multiple ways, making it challenging for both humans and artificial intelligence programs to accurately decipher the intended meaning without additional context. This ambiguity often arises from words or phrases that have multiple meanings, causing confusion. For example, the sentence "We saw her duck" can be interpreted as either witnessing a woman ducking to avoid a projectile or observing a duck that belongs to the woman. Structural ambiguity occurs when the arrangement of words or phrases allows for multiple possible interpretations, often resulting from misplaced modifiers. When words or phrases are not appropriately positioned, a sentence can be understood in a way different from the writer's intention. Figurative language further adds complexity to interpretation, especially for non-native speakers and natural language processing (NLP) software. Figures of speech like metaphors, irony, idioms, puns, as well as imagery and sound-based devices, pose unique challenges for comprehension. Ambiguity differs from vagueness, which refers to a lack of specificity that hinders interpretation. Instead of multiple meanings, vagueness in language makes it difficult to assign any precise meaning at all.

I present the ambiguities in the speech of 20 Azerbaijani 3rd and 4th grade students during my English classes.

Third and fourth-grade students often struggle with words that sound the same but have different meanings, such as "two" and "too" or "their" and "there." When they use these words in their speech, it can create ambiguity if the listener is unsure which meaning they intended.

Example: "I want to go to the park two." (intended meaning: "I want to go to the park too.")

Sentence structure: Young students might have difficulty constructing clear and concise sentences, leading to ambiguous statements.

Example: "Yesterday I saw a big dog with a red collar running in the park chasing a ball." (It's unclear whether the dog or the child was chasing the ball.)

Lack of specificity: Children at this age may not provide enough specific details in their speech, causing ambiguity.

Example: "I went to the store and bought something." (It's unclear what the student bought or from which store.)

Pronoun confusion: Students often struggle with using pronouns correctly, leading to ambiguity when referring to people or objects.

Example: "He gave it to her, but she didn't like it." (Without proper context, it's unclear who "he," "her," or "it" refer to.)

Ambiguous questions: Students may ask questions that are vague or lack clarity, making it difficult to provide an accurate response.

Example: "Why does that happen?" (It's unclear what "that" refers to, making it challenging to answer the question precisely.)

Multiple meanings of words: Children might use words with multiple meanings without providing enough context, leading to ambiguity.

Example: "I saw a bat." (It's unclear if the student saw a flying mammal or a baseball bat.)

These examples illustrate some common instances of ambiguity in the speech of third and fourth-grade students.

These examples highlight the potential for ambiguity in language, where words or phrases can have multiple interpretations depending on the context or the individual's perspective.

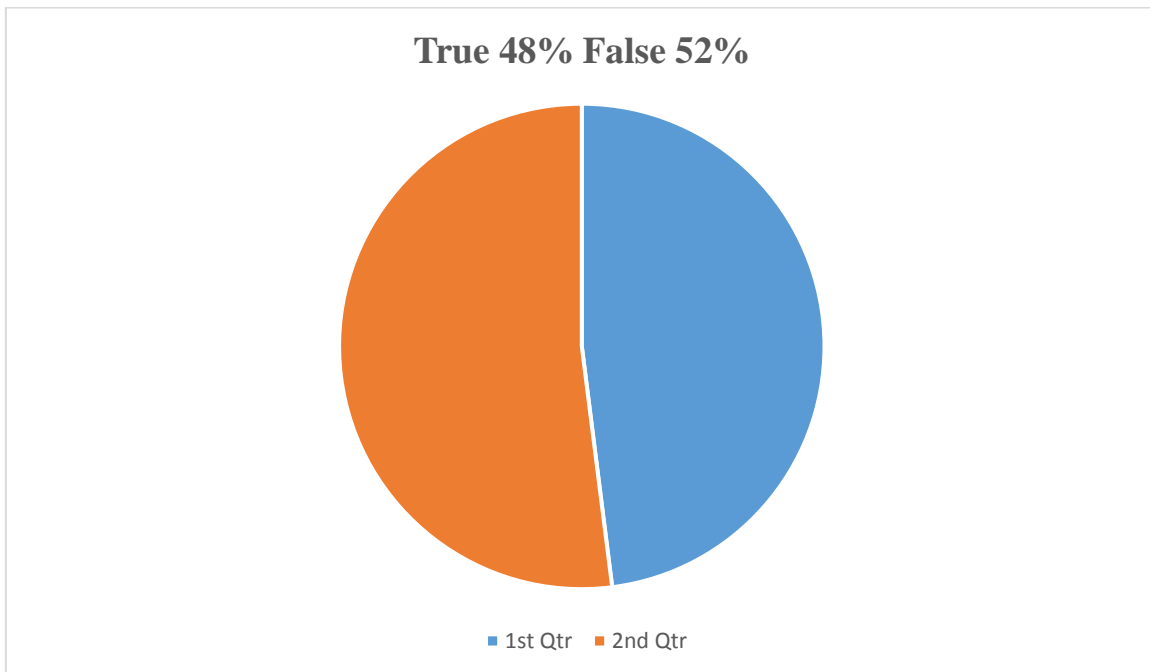
Table 1. Students' answers

N	Examples	Types of ambiguity	Students' answers
1	I went to the bank.	Lexical ambiguity	Some students think that bank means financial institution but some of them said that bank means edge of the river.
2	I saw a woman and a man at the corner of library with glasses.	Grammatical ambiguity	This sentence caused difficulties for the students. Some did not answer at all, while others said there was no ambiguity.
3	I saw a bat flying in the sky.	Lexical ambiguity	Some students said that a bat is a mammal but some of them said a bat is a baseball bat.
4	I want to watch the game.	Lexical ambiguity	The students referring to a sports match and a board game.
5	The boy carries the light box.	Lexical ambiguity	The students referring not heavy box and a box that has an electric lamp.
6	The chicken is ready to eat.	Grammatical ambiguity	All students think that I cooked the chicken, and it is ready to be eaten.
7	I saw him in the restaurant.	Grammatical ambiguity	All students think that there is no ambiguity in this sentence.

8	I want to go to the park too.	Phonological ambiguity	This test was conducted orally, some understood as a number and some also understood the meaning.
9	I need to buy a new ruler.	Lexical ambiguity	Some of them think that ruler means that tool but some think this means monarch.
10	A woman took an apple on the table.	Lexical ambiguity	The students referring fruit and a laptop or a telephone.

Table 2. Number of students' correct answers

N	Questions	Types of ambiguity	Students' answers True
1	Question 1	Lexical ambiguity	10
2	Question 2	Grammatical ambiguity	0
3	Question 3	Lexical ambiguity	15
4	Question 4	Lexical ambiguity	18
5	Question 5	Lexical ambiguity	12
6	Question 6	Grammatical ambiguity	2
7	Question 7	Grammatical ambiguity	5
8	Question 8	Phonological ambiguity	10
9	Question 9	Lexical ambiguity	12
10	Question 10	Lexical ambiguity	13



Percentage of mistakes in ambiguous meaning

Detection and resolution of ambiguity- Using the study of polysemy and homonymy as an example, it has been proved that they can be considered as categories of the lexico-semantic system of the language and as belonging to the lexicon of a particular native speaker (Krisanova 2003: 3). The units of the lexical component of the human speech organization are correlates, but not equivalent to the units of the lexico-semantic system of the language. Extrapolating this position to ambiguity, we can say that the mechanisms for creating ambiguity are considered mainly as units of the lexical-semantic system of the language, and ambiguity as a phenomenon produced by them should be considered as an element of anthropocentric speech space. Accordingly, its detection and identification is impossible without relying on a specific native speaker, in particular, without self-reflection. Important is the position that there are "two levels of perception of lexical units - spontaneous and interpretive, each of which is characterized by its own way of processing information (spontaneous - non-judgmental perception; interpretive - assessment and interpretation of facts)" (Krisanova 2003: 5). From our point of view, such a division characterizes the perception of not only lexical units, but also statements in general. In this case, the result depends not only on the processing time, but also on the speech development of a particular individual, which is associated with age, but is not due to it. Those. A well-read student with a developed lexicon is more capable of understanding a text and, consequently, of identifying ambiguity than an adult non-reader with an undeveloped lexicon, who has been doing monotonous non-creative work all his life. The understanding of ambiguous phrases is characterized by the same features as the understanding of the text in general: more frequent words and constructions are perceived faster, even if the recipient detects both meanings/meanings (Simpson 1981). We tend to quickly perceive the familiar, or, rather, see the familiar in the world around us: "the process of establishing the meaning of a sentence is directly related to the structure of general knowledge about the world in long-term memory" (Sekerina 2002), which is why an individual sometimes does not perceive "second plan", in others - the consciousness captures a certain dissonance in the context and tries to resolve it by enumerating the possible meanings of keywords. The results of psycholinguistic experiments (carried out by the above authors), which allow simulating the process of using an individual with a word, indicate that speech units perceived spontaneously most often act as unambiguous for native speakers. Most examples with ambiguity, due to the linear nature of the text, and therefore its perception (because the processes of perception and understanding run in parallel), can be read as having one meaning, especially if the ambiguity is resolved at the end of the text segment. "In each specific case, one form is equal to one meaning (which one depends on recent

previous experience, internal or external situational and/or speech contexts)” (Krisanova 2003: 11). Thus, with spontaneous perception occurring at the subconscious level, ambiguity is not always identified; for its perception, as a rule, an interpretive level of information processing is necessary: “At the level of interpretive perception, in contrast to spontaneous understand any classifying activity of a native speaker, everything that needs to be comprehended” (Trofimova 1996, op. according to Krisanova 2003). The main markers of ambiguity are the semantic, lexical, syntactic inconsistency (incongruity) of the context, which provokes a slowdown in reading, repeated reading. Another marker may be the presence of special punctuation marks or, conversely, the absence of the usual punctuation marks (in writing) or a pronounced intonation pattern (in oral speech). Therefore, the skill of the writer and speaker, among other things, lies in being able to put oneself in the place of the reader and avoid the appearance of ambiguity where it is undesirable, and by any means "hint" at its presence where it is intended.

Several methods can be used to confirm the presence of ambiguity in a context that is suspected to contain ambiguity (we do not touch here on cases where the ambiguity is obvious):

1. For cases of semantic (primarily lexical) ambiguity (to detect a connector, or a keyword that changes its meaning and the meaning of the entire statement):

a) selection of synonyms for the keyword. In an ambiguous statement, they usually belong to different semantic fields;

b) if the synonyms belong to the same semantic field, but doubts about the absence of a second meaning persist, component analysis should be used, which consists in a detailed study and comparison (using dictionaries and reference books) of the smallest components of the meaning of the "suspicious" word.

2. For cases of structural ambiguity, transformational analysis is used, which is a search for several possible options for paraphrasing a controversial phrase, because such constructions during transformation change only their form, but not the meaning, for example, translating a phrase into a passive form, negation, gradation, inversion: Peter's invitation is resolved either as Peter invited someone, or as someone invited Peter. With this analysis, lexemes change only the grammatical form (Gorbachevsky 2011).

3. For cases of pragmatic ambiguity, the method of modeling the situation depicted in the analyzed statement and comparing it with speech reality is used. As a rule, if the communicative experience of the interpreter diverges from the simulated one, then the context may contain ambiguity.

The simplest ways to resolve ambiguity can be in writing: changing the order of words in a sentence or placing the necessary punctuation marks, and in oral speech - careful intonation. For all of the above types of ambiguity, an attempt to translate a supposedly ambiguous phrase into a foreign language can be effective. The resolution of ambiguity is dealt with by one of the areas of cognitive science - procedural linguistics, or computer semantics, the purpose of which is the development of methods for the functioning of artificial intelligence, the processing of semantic information in a natural language by developing certain algorithms. Ways to resolve ambiguity are being explored in various areas: from machine translation (Boguslavsky et al. 2005; Coll-Florit, Climent, Castellon 2007; Fuchs et al. 1993) to toponymy (Davide Buscaldi) and jurisprudence (Larrauri, Monteagudo. www.realiter.net). It should be taken into account that not all cases of ambiguity are automatically resolvable in principle, since require extralinguistic knowledge that cannot be extracted directly from the text (Boguslavsky et al. 2005). There are several basic models for resolving ambiguity (Sheridan, Reingold, Daneman 2009; Lexical ambiguity resolution 1988: 273). It is important to note that for a person in most cases it is not ambiguous what constitutes ambiguity for a computer, therefore, one should distinguish between speech ambiguity that exists for a person, and polysemy and homonymy, which make it difficult to process texts in natural languages ("My uncle of the most honest rules ...", rules – noun in the genitive case or past tense verb?). There is even an opinion that ambiguity depends on the depth of text analysis, and not on the text itself (Kayser 1987: 237).

The main automatic ways to resolve ambiguity are "context-dependent" and "context-frequency" (an ordered-access model) theories (Bubka, Gorfein 1989; Lexical ambiguity resolution 1988: 273; Marquer 1987: 299). Supporters "contextual" theories (Glucksberg, Kreuz, Rho 1986; Schvaneveldt, Meyer, Becker 1976; Simpson 1981) believe that the choice of meaning is determined only by the context. Adherents of the "context-frequency" theory believe that, in addition to the existing context, the choice of meaning is also determined by the relative frequency of use of each of the meanings of the word. These theories use statistical methods, but even the most powerful statistical systems have an efficiency of no more than 75%, which suggests that, for the time being, fully automated resolution of ambiguity, without human intervention, is not possible. Although most of the theories agree in recognizing the primacy of context in resolving ambiguity, there is disagreement about the key points of the context effect (Duffy, Kambe and Rayner 2001). Thus, the modular or autonomous model of ambiguity resolution insists that the previous context does not affect the resolution of lexical ambiguity (Fodor 1983; Forster 1979). The most radical supporters of the

frequency theory think so too (Hogaboam, Perfetti 1975). Models for resolving ambiguity by humans are, in principle, related to automatic ones, although they describe a process rather than a method. In addition, they have a wider range of varieties (a brief description of the main approaches (Kibrick 2009; Sprenger-Charolles 1987: 305)). There are four main models:

1. Reordered access model. In the process of perception, one meaning changes to another (Forster, Bednall 1976; Hogaboam and Perfetti 1975, Simpson 1981).

2. Selective access model, or the Prior Decision Hypothesis. We choose one understanding based on its contextuality, frequency.

3. Multiple access model, or The Post Decision Hypothesis (Onifer, Swinney 1981; Seidenberg et al. 1982, 1984; Tanenhaus et al. 1979). We activate, albeit unconsciously, all the main meanings of a polysemantic word or construct (which takes less than 200 ms.), while they may not be accessed at the same time, and then reject the inappropriate ones as a result of active reduction (active suppression) (2-step ambiguity resolution model) and choose either the most appropriate context or the most frequent. This model is complemented by the following model.

4. The theory of conditional retention, which denies the complete elimination of inappropriate values, relying on the peculiarities of resolving phrases like “garden path” (otherwise, how would we return to select another value if the first selected one is not suitable?). This theory has the greatest explanatory power for stylistic devices based on ambiguity. It also takes into account the difference between the activation of values of different levels (primary and additional, context-dependent and context-independent, appropriate and inappropriate).

As a result of a quantitative analysis of the factual material, a gradation series of stylistic devices of ambiguity was built according to the frequency of their occurrence (in descending order of frequency) with an indication of the main functions:

1. Dilogy (entertaining, text-forming).
2. Antiphrasis (evaluative, characterizing, allegorical).
3. Literalization of the metaphor (entertaining, text-forming).
4. Ploka (text-forming, entertaining).
5. Amphibolia (entertaining, evaluative and characterizing).
6. Diaphora (entertaining, text-forming).
7. Asteism (evaluative characterizing, allegorical).
8. Zeugma (entertaining, text-forming).

Varieties models of ambiguity techniques and their characterizes

Models of ambiguity techniques	Characterizes
Antiphrasis	a model / technique of ambiguity, which consists in the use of a word, phrase or sentence in a meaning that deviates from its direct lexical meaning up to the opposite, as a rule, masking more or less successfully a negative assessment under positive or neutral words, which manifests itself through contextual inconsistency, the use of quotation marks and intonation in oral speech.
Astheism	model/device of ambiguity, which consists in the use of a word, phrase or sentence in a meaning that deviates from the usual up to the opposite, which manifests itself through contextual inconsistency, the use of quotation marks and intonation in oral speech, but unlike antiphrase is positive: it is praise , a compliment in the form of an imaginary censure or a rudely playful reproach.
Amphibole	a model/device of ambiguity based on syntactic ambiguity arising from the formal coincidence of semantically unrelated elements caused by the order of words, the possibility of a double correlation of a pronominal word, in particular a union word which, by the so-called weak control, incorrect phonological articulation.
Dilogy	a model/technique of ambiguity in which ambiguity is created by placing polysemantic words or homonyms in a context where they can be understood in several ways at the same time.

Literalization of a metaphor	a model/device of ambiguity, which consists in a literal interpretation (from figurative to direct) of an expression based on any semantic transfer.
Diaphora	a model/device of ambiguity, which is the repetition of a word in a microcontext in different, but not contrasting, meanings, sometimes having a minimal semantic distance.
Ploka	a model/device of ambiguity, which is the repetition of a word in a microcontext in different, often contrasting meanings.
Zeugma	a model/device of ambiguity, which is a syntactic construction in which semantically diverse, but syntactically homogeneous components realize different meanings or semantic shades of the multi-valued nuclear word that unites them, mainly the verb.

Source: Table prepared by the author

In addition to the relationship of meanings realized in a word, the successful resolution of ambiguity also depends on the varieties of context surrounding the fragment. There is an opinion that the concepts of probability and frequency are also associated with the concepts of potency and realization as characteristics of language and speech: language is probabilistic, speech is frequency (Golovin 1971). Normally, the rules of combination help us determine which words can be combined into a statement and which cannot. This also applies to stylistic restrictions on word compatibility. But provided that the context removes compatibility restrictions, the rules of compatibility can no longer determine the only correct understanding in this case. The book *Resolving Lexical Ambiguity* emphasizes the importance of global context in resolving semantic ambiguity, while other types of ambiguity usually require local context. The local context in this case is understood as the context of the sentence, a similar division is sometimes present under the names of the pragmatic and semantic contexts, to which the neutral context is also attached (*Lexical ambiguity resolution* 1988: 183). It

also talks about the inapplicability of the same resolution model for ambiguities of different levels (Lexical ambiguity resolution 1988: 291). The context can also be linguistic and extralinguistic, and the role of the context is not only in resolving the existing ambiguity, but also in revealing new meanings for a seemingly unambiguous phrase when placed in a larger context (L'ambigüité et la paraphrase 1987: 19). The conditionality of meaning by context is largely explained by the isotopy, or identity, of the sequence of words in the flow of speech. Any connected speech, as a rule, is isotopic due to the obligatory grammatical pleonasm. The reception of a deceived expectation is associated with allotopy - the incompatibility of the generic trait of semes. And ambiguity arises when isotopies overlap (C'est le premier vol de l'aigle) (Bochkarev 2003). Having interpreted at least one of the words in a certain way, we understand all other words through the prism of this understanding, i.e. we realize in them those semes that are isotopic to the semes of the first word. A linguistic or pragmatic context sufficient for interpreting a particular unit is called an interpretant, it is an active context (Bochkarev 2003: 51). It is an indicator for identification and isotopy construction. The presumption of isotopy depends on the interpretation strategy, which is why different readers can interpret the same text in different ways. To determine the isotopicity, it is necessary to carry out a component analysis. In European languages, the message unfolds linearly, so the context for resolution can be left or right. The precedent resolution of ambiguity is also important: if in the previous context the ambiguity was resolved in one way or another, when the ambiguity appears again, we will try to resolve it identically: that is, to use the existing experience and the expectations based on it (this is the basis of the deceived expectation technique). The presence of linguistic ambiguity of the word in combination with differential features (different morphological environment of the word, different compatibility, etc.) is especially effective in resolving lexical ambiguity, in particular, based on antonymy. A means for detecting and resolving ambiguity can also be the valence of a word or a combination of words (their compatibility with the nearest vocabulary environment). In addition, "disambiguators" include "disambiguation by the nearest linear context, filtering out redundant links, determining the most likely tree node candidates using empirical weights, dynamically assigning empirical weights to elements of a dependency tree at an early stage of parsing <...> dictionary information about the input and output language: syntactic and semantic features of the word, lexical functions, etc. The frequency of meanings of ambiguous words has parallels in the figurative language, for example, in the degree of stability of the idiomatic expression" (Simpson et al. 1988). The resolution of certain types of ambiguity also depends on the language itself, or rather, the nationality of its speaker. In cases of

resolving ambiguity in complex sentences with relative clauses, also known as “early-late closing” constructions (The perpetrator shot the actress’s maid who was standing on the balcony), for example, Russian and Spanish speakers prefer early closure (Shot the maid), and English speakers – late closure (shot the actress) (Yudina 2007; Yudina, Yanovich, Fedorova 2007). Although, in general, people tend to choose the shortest dependency tree. The speed of resolving lexical ambiguity depends not only on the context, but also, for example, on the degree of connection between the meanings of words. If a word has two equivalent (balanced) meanings, with the same degree of occurrence, then all its meanings will appear simultaneously (Gómez-Veiga et al. 2010: 25-47). In this case, the context for resolving ambiguity is not as important as in the case of multilevel values (which is valuable in the field of automatic ambiguity resolution). For example, if the first meaning found by the recipient in an ambiguous sentence is less frequent, then in most cases he will also find the second one, but if it is more frequent, then it is likely that he will not notice the presence of ambiguity at all (Marquer 1987: 301). Thus, both the type of context (what meaning it realizes: frequent or rare) and the type of homonym (with equivalent or hierarchical meanings) are important. I.G. Olshansky distinguishes three functions performed by the context in relation to polysemantic words and homonyms: “1) the removal, neutralization of polysemy, as well as the resolution of homonymy; the context acts as an identifier and actualizer of the corresponding LSW or homonym; 2) preservation of ambiguity, other terms: double actualization, ambivalence, pun; 3) the formation of new meanings and semantic shades, the development of polysemy as a result of the inclusion of a given LSV in a new, unusual context” (Olshansky 1991: 35).

As a rule, to resolve ambiguity when reading or editing text, it is sufficient to use 1) an addition or definition that explains the meaning of the word that leads to ambiguity. Sometimes this can lead to a pleonastic statement, so it is necessary to assess the risks of both deviations; 2) selection by graphic means (emphasis, capital letter at the beginning of a word, quotation marks, etc.); 3) punctuation; 4) paraphrasing (changing the structure of the statement); 5) changing and/or adding words. “Sometimes the ambiguity of a word is eliminated by the rest of the sentence containing it; for example, in the case when after ‘light’ (light. - M.Yu.) follows “like a feather”. But sometimes the ambiguity of a word infects the whole sentence containing it; such is the 'bore' in the sentence 'Our mothers bore us' ("Our mothers bore us" or "Our mothers bore us"). In such cases, the ambiguity is eliminated either by the broader circumstances of the utterance, such as some adjoining remarks regarding birth or boredom, or the communication fails and a paraphrase is required” (Quine 2000).

The interpretation of an ambiguous statement may be perfectly adequate to the code, but erroneous due to the intentions of the message sender. It is this circumstance that makes it impossible to completely resolve the ambiguity automatically. Only a person has at the moment such a flexible consciousness to act according to the situation without a ready-made template, based on the communicative situation, since sometimes the message itself may include an indication of which code should be used. It is this difference between the "objective" (direct) meaning of words, phrases, statements used by the speaker, and the "subjective meaning" implied by the speaker or interpreted by the interlocutor that gave rise to the theory of potential polysemy. In addition, ambiguity can also be generated by incorrect decryption of the code, with its complete correctness. U. Eco writes about this in the book "The Missing Structure", citing as an example the sender, whose message should be read in Latin, but, contrary to his intention, is read by the recipient in Italian. Accordingly, ambiguity is generated not by the statement itself, but by its decoding based on an incorrectly defined code. The resolution of ambiguity, in addition to cognitive resources, is facilitated by linguistic means ("signals"), such as, for example, the frequency and likelihood of interpreting a linguistic unit relative to the surrounding context, and which more often has not yet been established. It is believed that the ability to resolve ambiguity in different people depends, among other things, on the amount of RAM. It is still not entirely clear whether there is a single cognitive mechanism for resolving lexical and syntactic ambiguities. In an ideal situation model, assuming that there is an ambiguous statement in front of him, the recipient must decode the text and make sure that there is a second meaning. In reality, not all addressees are aware of the ambiguity of the statement; others, having realized it, do not seek to decode it. In some cases, "false" decoding occurs - people are looking for a second meaning where there is none. The reason may be the features of both the utterance and the perceiver (the difference in the apperceptual bases of the interlocutors). As a result, depending on the degree of encoding, the second (and subsequent) meanings are revealed only by a part of the recipients. This is often used by those who put additional indecent meaning into the message - you can always accuse the recipient himself of "corruption" - "who wants what he sees." "Understanding is not passive" (O.A. Lapteva). The general strategy for decoding (understanding) the language game in comic texts is manifested in the fact that, against the background of a stereotypical statement (script 1), an unpredictable element (switch) appears that violates the recipient's expectations. The opposite/secondary context is implemented - script 2. The appearance of such an element as a switch dictates the need to interpret the previous text (script 1) again. As a result, there is an interaction

between two associative contexts (script 1 and script 2), forcing us to perceive the situation in two usually incompatible frames of relations. Supports in the process of understanding are passwords in the stimulus of the text and switches in the reaction. Stages of decoding based on the use of script theory, proposed by T.I. Shatrova to describe the mechanisms of understanding the language game (Shatrova 2006) (which is close, but not identical to ambiguity), can be applied, with some modifications, to ambiguous statements:

1. Cognitive stage. The recipient, using his own cognitive knowledge, selects the relevant script 1 to display the context of the situation and builds a system of expectations and emotions associated with the described event.

2. Linguistic stage, at which the recipient identifies an unpredictable element - a switch and builds a secondary script based on it 2.

3. The stage of determining the type of connection between the original script1 and the secondary script2. The receiver decodes the stimulus passwords a second time and establishes an opposition system between script 1 and script 2, which in turn aids in the process of understanding the ambiguity.

4. Pragmatic stage. The recipient puts forward versions regarding the implicit meaning, and also evaluates the success and adequacy of the decryption.

Despite the fact that this process takes place in the mind almost instantly, let's try to simulate, as if in slow motion, the understanding of one ambiguous speech unit: We thought, what if you set the washing time, and not the machine? For the Time manager washing machine, your time is as valuable as it is for you (Salon-Interior Magazine, 2006, No. 11). At the cognitive stage, the general content of the advertising message is comprehended. The proposed washing machine is good because it is you who controls the washing time. The verb "establish" is interpreted as "determine". At the second, linguistic stage, the thought comes that if the machine values our time so much, then why can't it do all the settings automatically after a simple push of a button? The verb "set" is read in the second meaning - "mechanically make the necessary settings." At the third stage, there is an awareness of the polysemy of the verb "establish" and the detection of ambiguity. At the pragmatic stage, after re-reading, the reader comes to the conclusion that the second understanding of the phrase contradicts the slogan of the advertised product: if our time is so valuable, then in the era of progressive robotics, manual washing settings look a little strange. The advertising message cannot be regarded as successful.

Summarizing all the operational procedures that exist for “identifying the identical in the language and distinguishing the different (in particular, for distinguishing homonyms)”, I.F. Wardul reduces them to three types of techniques: 1. Distribution technique. Appeal to the environments of the considered units. Similar units have similar environments, different units have different environments. 2. Transfer reception. Appeal to units of higher rank. For example, the use of intonation when distinguishing homonymous sentences. 3. Transformational reception. Uniform rearrangement of the units under consideration. Similar units give similar results, different units give different results (Vardul 1977: 78, op. according to Golovnya 2007: 12). Similar procedures can be applied not only to distinguish between homonyms and polysemantics, but also to detect ambiguity.

Separately, the features of human processing of idiomatic expressions are considered. The Idiom List Hypothesis (the hypothesis of storing idiomatic meanings in the form of a ready-made list) asserts the priority of literal understanding over phraseologically related. The Lexical Representation Hypothesis (the theory of lexical representation) indicates the simultaneous perception of literal and idiomatic meaning. For a relatively long time, studies (Gibbs 1980; Ortony et al. 1978) showed that idiomatic understanding is faster than literal. This conclusion has subsequently been proven to be valid when the literal meaning is very unlikely or strange. Ambiguity is built on this feature, exploiting the transitions between literal and figurative meanings, which confirms the validity of the conclusions.

As a result, we can say that at the moment there is no single generally accepted approach to the processes of detecting and resolving ambiguity, although the main features of the future integral theory are outlined: first, the recognition of the universality of the processes of understanding for speakers of a particular language (taking into account differences in apperception bases); levels of ambiguity and, accordingly, the system of means for its resolution; the need to consider in the aggregate such characteristics of language units as the syntagmatic environment and, more broadly, the context with their frequency. A number of procedures used to detect ambiguity allow us to talk about greater or lesser objectivity and modelability not only of the process of recognizing ambiguity, but also of the reverse process of its creation based on it.

Conclusion

Language is never transparent; and never just a "meaning" or nor is it a tool used to convey 'fact' or 'opinion' or 'truth'. To reduce language to a neutral instrument is to make language something other than itself. However, language has no foundation other than itself, and language is nothing other than itself. Language is just language, and it's not as ambiguous as it is just language. But how should we understand language? Treating language as a condition of objective knowledge and experiencing language as ambiguity are two distinct and mutually exclusive tendencies that make language a central element of modern thought.

With the scientific revolution that took place in the 17th century, words gained importance as a thinking tool for obtaining objective knowledge about external reality. Accordingly, it is the words that will properly organize our thoughts that are descriptions of objects. Words are meaningful and valuable to the extent that they can organize ideas. The condition of correct knowledge is the transparent establishment of this representational relationship. But in this relation of representation there is a risk arising from the words. Words can deceive us. Then words should always be kept under control. This idea of control claims that language can become a perfect tool by removing its ambiguity. Tongue never loses this war against tongue because tongue cannot be controlled. Language is not a system, object or device that we can accept or reject. Words are not mere substitutes for objects to describe reality. There are no bare facts independent of language. Only man perceives something as something. Perceiving something as something indicates the historicity of things, that is, that they were named in language before us. That's why we always understand things that way. Because man cannot be separated from language. Man is language. Man is made of words. Both man and language are alive, as uncertain and open-ended as they are alive. The ambiguity of language is key to the human condition. But language is not only the key to human freedom, but also a shackle. To be completely free and at the same time completely subject to the laws of language; It is the eternal contradiction that people experience every time they encounter language. Language is a game; it's a game of games. Because the game is a dynamic process involving all players. When a person engages in dialogue with others, including internal dialogue with himself, it is not his will that sustains the dialogue, but the driving force of the dialogue. The reason why we emphasize ambiguity in the search for certainty in this thesis is the infinity and eternity contained in dialogue, that is, language itself. Because this unlimited power of language at our disposal is also the source of language creativity.

The main flaw of the metaphor of language as a tool is that it assumes that it can mechanically grasp the workings of language and the static situation it will penetrate and reflect outside. However, the universe is fluid, created and cannot be fixed. Therefore, the polysemy that permeates words is not the absence of language, but rather the creative power of language. The ambiguity of language is creative because it invites endless associations and interpretations. The expressive power of language is as fluid as reality. Thanks to this creative power that comes from the flexibility of language, words resist crystallizing into a single meaning. Because language is energy. And language, like energy, is always uncertain because it cannot be fixed. Language is meaning. Every word has many meanings and these meanings are more or less related to each other. When we pronounce a phrase, all these different meanings disappear, weaken or evaporate into one meaning. Therefore, language is an infinite possibility of meanings. Language performs this miracle through metaphors. A metaphor incorporates two or more meanings into a word. How can a metaphor with two or more meanings withstand this tension and not lose its integrity without falling into the pit of meaninglessness? Because metaphor is not nonsense. The meaning of the metaphor is the metaphor itself. Metaphor is language, and figurative expression expresses the inexpressible. Each statement refers to another statement. Because the answer to the contradiction in the statement is the expansion of the new meaning. When we encounter an ambiguous expression, we think "these words mean one or the other". We also use other words to mean "this or that". Thus, meaning is always something that can be expressed in another way. Therefore, language refers only to itself and not to an external reality independent of itself. If there is a flaw, it is not in the ambiguity of language, but in the belief that modern man can achieve objective knowledge of the external world through language. According to this thesis, which favors a position that rejects realism, if there is anything in need of repair, it is our dominant views of language-reality, not language. There is no reality beyond the reality that language imposes. Language is the reality of reality. Thus, in addition to being indeterminate as a tool, language is inherently indeterminate. What we must give up is trying to find a basis for language that has no basis or is self-centered. We must stop reducing language to a tool for conveying facts and thoughts, seeing language as an addition to facts and thought, and thus using mathematical precision as a crutch to overcome the ambiguity of language. Because the vagueness or figurative use of language is the only guarantee of free expression of thought in new forms. What we need is not to hide and correct the polysemy of metaphors in dictionaries, but to allow metaphors to carry ideas to new and unknown worlds with their wings, which derive their power from their polysemy. To understand man is to

understand man's language, to understand society is to understand society's language. Sociology always understands language as an element of culture or communication. This attitude of sociology treats language as a supplement or framework. It cancels out the reality of language itself. Because to try to perceive language as an element of culture or communication, a secondary element, is to ignore the fact that language is an important element, the framework of all frameworks and energies. However, social is the relations between the elements that make society a society, and the language of these relations is the language of society and constitutes society as a "language". Language is not an element of society, culture and communication. Rather, society, culture and communication are language. For man, everything is possible in language. Not seeing language as an essential element like energy means missing out; and this would derail a discipline whose main goal is to understand the social, that is, the human.

As a result of studying the phenomenon of ambiguity and stylistic devices based on it, we have come to the following conclusions. Ambiguity is an ambivalent phenomenon inherent in natural language, and a statistically significant phenomenon. An analysis of the factual material shows that the possibility of ambiguity is not limited to the so-called poetic language, it is present in all areas of communication and can lead to cases where a person is not able to completely reject one of the meanings of a speech unit. Ambiguity is the presence of several meanings in a statement or its fragment, which manifest themselves more or less explicitly - simultaneously or sequentially - and due to the combination of mechanisms for creating ambiguity with a special context.

As a result of the analysis of the literature on the issue and the factual material, it was found that in the case of identifying polysemy, homonymy, ambiguity and syncretism with ambiguity, the mechanisms and the result obtained with their help are not distinguished. Polysemy, or polysemy, and homonymy are system-linguistic phenomena based on paradigmatics, and ambiguity is a speech phenomenon based on syntagmatics, correlated with the concept of meaning, not inherent in language signs, but arising in speech activity on the basis of polysemy and homonymy, along with others. mechanisms.

The developed typology of ambiguous speech units allows us to analyze them according to six main criteria:

I. According to the levels of generation, ambiguity is divided into semantic (which is divided into lexical, referential and frame), syntactic (superficial and deep) and pragmatic (presuppositional and illocutionary).

II. According to the type of resolution, ambiguity can be complete, partial contextual (implicit and explicit), partial authorial, partial interlocutory (dialogical), and may also have a special variety called "garden path".

III. According to the mechanism, ambiguity can be based on polysemy (lexical and grammatical), homonymy (lexical: full and incomplete lexical homonymy, homophones, homofoms and homographs, - and syntactic), antonymy, including contextual, contextual synonymy, syncretism, ambiguity, anaphora, deixis, pragmatic inconsistency, alternative phonological articulation of a phrase.

IV. According to the model, ambiguity can be realized in amphibole, antanaclase (plok or diaphora), antiphrasis, asteism, literalization of metaphor, dilogy and zeugma.

V. By status, an ambiguous speech unit can be a stylistic device, a speech error, or belong to the border area between them (be the so-called controversial case).

VI. According to the pragmatic function, pragmatically motivated ambiguity can perform the functions of entertaining, text-forming, evaluative and characterizing, allegorical, attracting attention, expressing wit and creating imagery.

Ambiguity classifications of limited applicability are:

1. According to the configuration of the connector-shifter: subsequent, previous, matching and incomplete (when the shifter is in the macro context or cannot be detected).

2. According to the structural organization of an ambiguous statement: the connector (keyword) is repeated explicitly with changes, without changes, is repeated implicitly and is not repeated.

3. By the presence of formal markers of ambiguity: lexical markers, punctuation markers (quotes, other punctuation marks), intonational markers (pause), syntactic markers (additional explanatory construction), visual markers (image), zero markers (no markers).

4. According to the degree of change in the meaning of the connector (keyword): strong change (different words), medium (distinctly different meanings of one word) and weak (shades of meaning or very close meanings of one word).

5. In the direction of changing the meaning of the connector (keyword): figurative-direct, direct-portable, direct-direct, figurative-portable, within the same meaning (cases of so-called shades of meanings) and direct-occasional.

The proposed typology of ambiguous speech units allows for a versatile description of the object under study, which is characterized by multifunctionality. Based on the developed typology and procedure for classifying ambiguity devices, their comprehensive analysis was carried out on the basis of a statistically conclusive number of speech units collected in a corpus and placed in the Open Access database. The analysis made it possible to identify the main structural varieties and features of the functioning of stylistic devices of ambiguity. Ambiguity can be generated by various means, although the main mechanisms for its creation in Russian are potentially calculable and amenable to description. The main ones are: lexical, grammatical and contextual polysemy; lexical and syntactic homonymy; antonymy, contextual antonymy and synonymy, syncretism, indefiniteness, anaphora, deixis, pragmatic inconsistency, alternative phonological articulation of a phrase. It is found that theoretically possible means of generating ambiguity are not always actively used to create stylistic devices, for example, homonymy of abbreviations is rarely used to create stylistic devices.

The combination in speech of mechanisms for generating ambiguity and a certain (favorable) context can generate random ambiguity, which is a hindrance to communication, and can be used as stylistic devices aimed at achieving some kind of stylistic effect. Such techniques include, in descending order of frequency: dilogy, antiphrasis, literalization of metaphor, ploka, amphiboly, diaphora, asteism and zeugma. The most frequent are dilogy and antiphrasis, and the least frequent are asteism and zeugma. An analysis of the structure of each technique revealed their specific varieties, for example, in dilogy - "parapragmatic dilogy", and in antanaclase - "implicit antanaclase".

The main environment for the functioning of ambiguity techniques are newspaper, journalistic, artistic and advertising texts, where, in addition to their main purpose - the creation of an alternative content plan that stimulates the creative thinking of the addressee - they serve to entertain readers, characterize (evaluate) the object, aesthetic impact on readers, hidden (implicit) presentation of textual content and attracting attention. Scientific and official texts are not characterized by the use of the expressive means of the language as a whole, and in particular are not included in the scope of the functioning of the stylistic devices of ambiguity, therefore ambiguity occurs in them almost always as a speech error, and not as a stylistic device. Methods of ambiguity are relatively frequent (in descending order) in the media sphere, artistic and relayed colloquial (Internet) sphere.

The stylistic devices of ambiguity are a complex functional system, which is a field that has a core (in which there are dilogy, literalization of metaphor, antiphrasis and asteism), near periphery (ploka and zeugma) and far periphery (diaphora and amphibole). The study of the speech potential of

ambiguity should be continued. We assume that the mechanisms and stylistic devices of ambiguity are universal, but their frequency in a particular language is different due to various reasons of a linguistic and extralinguistic nature. Therefore, it seems promising to compare the mechanisms of generating ambiguity in different languages, to create an algorithm suitable for identifying typical schemes for generating ambiguity, their most probable lexical content and stylistic application.

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