

Methodology of Introducing Younger Schoolchildren with Multiple-Meaning Words in the Lessons of the Native Language

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Abstract: The article deals with the method of familiarization of younger students with polysemantic words in the lessons of the native language. Working on polysemantic words is one of the directions vocabulary work, the main task of which is recognized as the task of enrichment, replenishment, expansion of students' vocabulary.

Keywords: polysemy, homonym, word-formation analysis, word matching, context, meaning clarification.

With the ambiguity of words (polysemy), schoolchildren are faced with constantly, but not always aware of it. For the first time with this phenomenon, children meet during the period of literacy, reading the texts of the "ABC". Basis work on polysemy at this time is the analysis of words from read text, delimitation of their meaning. But, in addition, are held special exercises. Theoretical material on polysemy and homonyms in elementary grades are not actually given, and the formation relevant concepts are only a preparatory stage.

Working on polysemantic words is one of the directions dictionary work, the main task of which " is recognized as the task of enrichment, replenishment, expansion of students' vocabulary » Authors of the textbook " Methods of teaching the Russian language in elementary school " T. G. Ramzaev and M. R. Lvov note that "the method of speech development at the lexical level provides for four main lines: vocabulary enrichment, clarification vocabulary, dictionary activation, elimination of errors in word usage » (Ramzaeva, 1999, 346).

Let us consider in more detail the main directions of vocabulary work in elementary school, applicable in the process of comprehension by the younger schoolchildren of the essence of ambiguity.

1. *Dictionary enrichment* is, along with the assimilation of new, words previously unknown to students, which is achieved by adding to vocabulary of the child daily 4-6 new vocabulary units, assimilation of new the meanings of those words that were already in the vocabulary. Need this stage is explained by the fact that, as N. C. Christmas, ' without sufficient vocabulary, it is impossible to master the language as a means of communication, since the dictionary is one of the foundations of the language "(Rozhdestvensky, 2009, 302). The main sources of enrichment and improvement of the dictionary these are works of fiction, texts of educational books, television, speech of the teacher, parents and peers. Since vocabulary the vocabulary of a language is not a mechanical collection of individual words, the task of its enrichment cannot be reduced to the introduction of individual words and expressions. Therefore, the next line of work is vocabulary refinement.
2. *Vocabulary refinement* is a vocabulary and stylistic work, development the flexibility of the dictionary, its accuracy and expressiveness, which includes:
 - assimilation of the meanings of unambiguous words and individual meanings polysemantic words;

- Filling the content of those words that are not quite accurately learned which is ensured by including them in context, matching and comparing with other words.

M. R. _ Lvov identified the following ways of interpreting the meaning of the word: visual, contextual way of substituting synonyms, logical definition, detailed description, selection of antonyms, analysis morphological structure of the word and word formation (Lvov, 2014, 90).

The best interpreter of the meanings of the word context. It is no coincidence that in sensible dictionaries quotes are given - illustrations in which, as it were, are highlighted both basic and additional meanings of words, their compatibility. For clarification of the meaning of a polysemantic word is of considerable importance semantic definitions, so when studying polysemy necessary and exercises aimed at analyzing the definitions of various meanings in the explanatory dictionary, as well as exercises for independent finding differences between the meanings of one word. Student mistakes often come from ignorance of the ways of interpreting lexical meaning words, inability to build semantic definitions and apply them. So Thus, the development of the ability to build semantic definitions is one of elements of the development of students' speech.

M. R. _ Lvov subdivides methods of explaining the meanings of words (their semantization) into independent, that is, without the direct help of a teacher and with teacher's help through the selection of synonyms, antonyms ; introduction of the word own text that will explain its meaning ; through word formation ; search for meaning in dictionaries, etc. (Ramzaeva, 1999, 386). In explanation meanings of words must be guided by a common didactic task increasing the degree of independence and cognitive activity themselves students. Therefore, it is necessary to ensure that the students themselves are able to explain the meaning of the word, which ensures their mental development, fosters independence.

In the methodology of the Russian language, there *are many methods of working on word meanings*. Using all techniques provides variety work, and also allows you to enter a new word in the most rational just for this word in a way. This is *a word-formation analysis*, on on the basis of which the meaning (or shade of meaning) of the word is clarified, and *comparison of words* in order to clarify differences, to distinguish meanings of paronyms, and an explanation of the meaning through the *context* (reading the passage " highlights " the meaning of the words ; students understand more easily not only their direct, but also figurative meaning, appropriateness of use, compatibility and expressiveness), and *finding out the meaning of a new word by reference* materials, etc. e. from dictionaries and footnotes in a reading book. AT In some cases, you can use explanatory dictionaries. In primary the school uses *the display of an object*, picture, or action, based on which *a detailed description is built*, consisting of a group of words or from several suggestions. As a reception for explaining the meanings of words expanded the description is valuable because it allows you to keep the ease of conversation.

Another technique is *drawing up a logical definition*, which helps reveal the meaning of the word through the selection of generic and specific features, eg: *cruiser* warship. Among the types of lexical work S. I. Lvova also names such: "clarification of the meaning of a word by selecting synonyms or antonyms, replacing one word with another, more precisely denoting a concept, thought, etc.

Explaining the meaning of a word is only the first step in the process. Clarifying students' vocabulary. In order for the word to become for the student "one 's own ", i.e. e. entered the active dictionary, much work is needed. Experience work on the development of speech suggests that pattern and spontaneity are here are not allowed. We need a consistent, flexible, constant, planned for each lesson work on the word and the activation of the dictionary.

3. *Activation of the dictionary*, i.e. e. carries as much as possible the number of words from the passive dictionary to the active dictionary. Active, i.e. _ e. used in one's own speech, a person's vocabulary is always limited, than the volume of all understood words. The ultimate goal of vocabulary work is to consist to activate the maximum number of digestible words, teach how to use them correctly, appropriately. Therefore, the task of the teacher help students masters the compatibility and scope of passive words to translate them into the student's active vocabulary. Word is considered activated if the student used it at least once in retellings, stories, dialogues, letters, compositions, etc. d. Ownership of a word implies knowledge of its semantics, compatibility and scope of use.

The work to activate the dictionary can be presented in the form of the following main stages.

1. Interpretation of a word using one or more techniques: context; selection of a synonym or antonym; turnover, which includes an already known single-root word; descriptive turnover.
2. Reading and writing a word (work on orthoepy and spelling).
3. Working on patterns of word usage. At this stage, the teacher introduces children to ready-made phrases and sentences that include the words being studied. Some of them may be taken from dictation.
4. Work on the semantic connections of the word.

In working on a selected thematic group, there are two possible ways leading to the enrichment of the vocabulary of younger students with the necessary vocabulary: firstly, the introduction of the words of the specified thematic group into the exercises of the textbook, and secondly, the introduction of additional tasks with selected vocabulary during the lesson.

We list the following forms of dictionary activation:

1. Compilation of phrases with the right words. In the phrase, traditional connections between words are fixed, the so-called word compatibility. The work on the phrase is carried out:
 - as the selection of phrases in a sentence and in establishing links between words with the help of questions ;
 - In the form of compiling independent phrases when studying parts of speech with the activation of new words. The most common in the modern school is the selection of phrases in a sentence and the formulation of questions from the main word to the dependent word.
2. Compilation of sentences with given words or with one given word. Several proposals are made.
3. A retelling of what was read close to the text using the most important vocabulary and phraseology of the original.
4. Inclusion of a new word in the context, compiled by the children themselves. Words are introduced into the retelling of what has been read, into a conversation, into a story, presentation and composition. This includes compiling stories based on observations, based on pictures, and other compositions of various types using key words, i.e. e. set for compulsory use. In difficult cases, inclusion in the context can be done by the teacher.

Thus, the system of vocabulary work is that the word was a schoolboy:

- ✓ correctly perceived in the text ;
- ✓ understood with all its shades and colors ;
- ✓ learned, i.e. _ e. would enter his vocabulary ;

✓ Reproduced in necessary cases in their own statements.

Vocabulary activation is one of the most important lines of vocabulary work in the Russian language lessons, so the teacher should provide special tasks for activation systematically, every lesson, based on the texts being read, on observations, on those words with which work was carried out to deepen their understanding.

4. Elimination of errors, translation of non-literary words from an active dictionary into a passive one. This refers to dialectal, colloquial, slang words that children learned under the influence of the speech environment.

So, the listed stages of dictionary work can be reduced to: 1) word semantization ; 2) actualization of the word: 3) use of the word in speech.

All these areas of work on the dictionary are constantly interacting. All directions of vocabulary work are possible in the primary grades only on a practical basis, mainly based on the text, without theoretical information and even, as a rule, without terms.

Dictionaries can be a very useful tool for vocabulary *work*. E. I. Arkhipova draws attention to the fact that elementary school students are able to master the concept of polysemy, the structure of dictionary entries in the explanatory dictionary, the relationship of meanings in a polysemantic word, the types of transfer of names, the mechanism for selecting synonyms and antonyms for different meanings of a polysemantic word, the difference between a polysemantic word and a homonym.

Students need to be introduced to the types of transfer. This (form, appearance, color) is not immediately perceived as having something in common in the comparison of abstract concepts (a person is running - time is running, cold hands - a cold look). The assimilation of this type of transfer is facilitated by a practical technique - a detailed comparison (clouds swim as smoothly as ducks). More difficult for students is the metonymic type of transfer, although in practice they use examples very often (a bouquet of bird cherry, a ripe currant, etc.). In the adjacency transfer, students learn the connections: the object and what (or who) is in it (a silver dish is a delicious dish, a bright class is a strong class); the object and what is on it (high pear - ripe pear). It is difficult to assimilate the general in examples that name the work and the result (to do embroidery - beautiful embroidery, teaching at school - the teaching came in handy).

There are fewer examples of functional hyphenation in the language than in others, which limit the number of exercises. But students quickly grasp the general function of objects if drawings are used or the objects themselves are shown or the question is asked what the objects are for.

Thus, it is necessary to use various methods of activating students ' vocabulary, including polysemantic words.

Resume

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